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ABSTRACT

The objective of the mid-career faculty project was to implement and test a program of personal and professional growth for mid-career faculty members at Furman University ranging in age from 35 to 55. These faculty members constituted approximately 30 percent of the Furman faculty. Faculty who participated in the program submitted to a faculty steering committee detailed five-year professional growth plans in which they analyzed their personal strengths, weaknesses, opportunities, and threats (SWOTs). They also had to list their professional objectives for the next five years, show how these objectives related to the SWOTs analyses of their department and/or the university, and enumerate activities that were designed to achieve these objectives. The program was designed to operate in three phases: (1) needs-assessment planning, (2) implementation, and (3) summative evaluation and dissemination. Several recommendations were offered, including these: the responsibility for faculty development should be located in the office of hte Academic Dean, and faculty development activities should be viewed in the university reward structure as equally important as research and publication. Appendices include: project evaluation questionnaire, pre- and post-survey; newsletter; and a list of the Mellon Steering Committee members. (LC)

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Final Report

THE DEVELOPMENT OF MID-CAREER FACULTY: A SYSTEMATIC APPROACH

by

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FOREWORD

The project "The Development of Mid-Career Faculty: A Systematic Approach" supported by the Andrew W. Mellon Foundation represents a significant milestone in the history of Furman University. It was the belief of many faculty and administrators at the university that new approaches to professional growth and development were needed at Furman for its faculty members. The Mellon project made it possible for the Furman faculty between the ages of thirty-five and fifty-five, those at so-called mid-career, to improve themselves through needs assessment, measurable objectives, and growth plan techniques. These procedures were designed to merge individual and institutional needs and to determine if a systematic approach to the development of mid-career faculty is an effective way to meet the professional development needs of this category of faculty. The ultimate benefit is to be a current up-to-date viable faculty which will enhance the educational experiences of the students. Through this report we hope to share with the Foundation and with others our successful experiences with this model. Furman University is extremely grateful to the Andrew W. Mellon Foundation for its support of this project.

John E. Johns
President, Furman University

TABLE OF CONTENTS

	Page
FOREWORD	ii
INTRODUCTION	1
SYNOPSIS OF THE PROGRAM	3
PROJECT ORGANIZATION AND MANAGEMENT	5
PHASE I: NEEDS ASSESSMENT-PLANNING	6
PHASE II: ACTIVITY IMPLEMENTATION STAGE	10
Individual Activities	10
Group Activities	16
EVALUATION	20
Pre-survey-Post-survey Analysis	22
External Evaluation Analysis	28
Individual Activity Assessments	30
PROJECT OBJECTIVES	33
UNINTENDED OUTCOMES	35
DISSEMINATION	36
RECOMMENDATIONS AND FUTURE PLANS	38
APPENDICES	40
A. PROJECT EVALUATION QUESTIONNAIRE, PRE-SURVEY	40
B. PROJECT EVALUATION QUESTIONNAIRE, POST-SURVEY	47
C. NEWSLETTERS, "AND GLADLY TEACH"	56
D. MELLON STEERING COMMITTEE	98

THE DEVELOPMENT OF MID-CAREER FACULTY: A SYSTEMATIC APPROACH

Introduction

In June, 1977, Furman University* submitted a proposal to the Andrew W. Mellon Foundation for a program entitled "The Development of Mid-Career Faculty: A Systematic Approach." This proposal resulted from the feeling of many faculty and administrators at Furman that the institution needed to develop new approaches to and more support for the professional growth and development of its faculty members. Like faculty of other colleges and universities, the Furman faculty began to be "tenured-in." Furthermore, professional mobility, upon which institutions had relied for so long to provide renewal, had essentially become a thing of the past. These factors were especially acute at the so-called mid-career level. Specifically, Furman's concerns were:

1. An increasing percentage of tenured faculty coupled with a very small turnover;
2. Limited funds for faculty development and crucial need for cost effective methods or procedures for developing faculty;

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* Furman University is a Baptist, coeducational, liberal arts college located in Greenville, South Carolina. Founded in 1826, it currently has an undergraduate student body of approximately 2400 and a faculty of 155. Furman, although deep in tradition, is not new to innovation and change. The ability to take major steps when necessary has been characteristic of the administration and faculty. Within the past twenty years Furman has moved from a congested location in downtown Greenville to a spacious campus on the outskirts of town. The curriculum has been completely reorganized. A three-term calendar provides for an academic program that permits independent study, foreign study opportunities, off-campus internships and research, interdisciplinary courses, and integrative seminars in the student's major field. In addition to the undergraduate curriculum, Furman maintains small graduate programs in education, chemistry, and business administration. The university has a progressive administration, an excellent faculty, a student body with academic qualifications above average, and a belief that all members of the academic community should participate appropriately in planning and decision making.

3. Relatively low faculty morale because of the tight job market and limited advancement opportunities;
4. Lack of awareness of the rapid changes occurring in higher education and lack of recognition of adjustments needed to adapt to these changes;
5. Declining enthusiasm among some faculty for their disciplines;
6. Lack of understanding of the increasingly diversified student needs, interests, abilities, and learning styles;
7. Distrust of "gimmicky" approaches to change or innovation and tendency to view any change as undesirable;
8. Some who perceive no problem at all in their teaching or in their other professional responsibilities;
9. Widely varying needs among faculty in terms of instructional skills, goals, and commitment to the institution and to the teaching profession; and
10. Lack of identification with institutional problems and needs.

Since these problems were real and were likely to persist, Furman, in order to achieve its goals and objectives, needed to eliminate or at least ameliorate as many of them as possible. Thus, it became clear that new measures were needed in order to maintain institutional vitality.

In October, 1977, Furman University received a grant of $200,000 from the Foundation to support the proposed three-year faculty development program for mid-career faculty. The program officially got underway on April 1, 1978, and was completed March 31, 1981.

Synopsis of the Program

The development of mid-career faculty project was to implement and test a program of personal and professional growth for mid-career faculty members, that is, those ranging in age from thirty-five to fifty-five. These faculty members constituted approximately 80 percent of the Furman faculty. Eligible faculty members who wished to participate in the program submitted to a faculty steering committee detailed five-year professional growth plans in which they analyzed their personal strengths, weaknesses, opportunities, and threats. They had to list their professional objectives for the next five years, show how these objectives related to the SWOTs (Strengths, Weaknesses, Opportunities, Threats) analyses of their department and/or the university, and enumerate activities that were designed to achieve these objectives.* General planning sessions were held with interested faculty members to give guidance in the preparation of the growth plans. The program was designed to operate in three phases. The first was the needs-assessment-planning phase. The second was the implementation phase. The third was the summative evaluation and dissemination phase.

Three components were used to test this approach to faculty development to see if systematic planning is a viable way to pursue mid-career growth and development. The first was the support of activities for individual faculty members based upon needs identified through the needs-assessment-planning phase. In some cases the complete growth plans of faculty members were approved for funding. In other cases specific activities from the growth plans were selected.

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*SWOTs is an acronym for strengths, weaknesses, opportunities, and threats. This process is an integral part of planning at Furman. All of the major units of the university have prepared SWOTs analyses. The Mellon project extends this process to the individual faculty member.

A second aspect of the project was the testing of a triad arrangement for those faculty members whose growth plans were chosen for full support. Each of these faculty members selected two colleagues to serve on their triad. The triads met regularly to review the growth plan, assess progress toward the accomplishment of the growth plan objectives, and to serve as a sounding board for ideas and activities which resulted from the growth contracts.

The third component of the project was group development activities. Based on an analysis of the growth plans submitted, workshops, seminars, and colloquia were held for groups of faculty with common or shared needs and interest. All three components were designed to merge individual and institutional needs and to determine if a systematic approach to the development of mid-career faculty is an effective way to meet the professional development needs of faculty. Specifically the stated objectives of the project were:

1. Develop and implement at Furman an ongoing institutional program of personal and professional growth for mid-career faculty members, that is, those ranging in age from thirty-five through fifty-five;
2. Involve the faculty members at Furman in the designated age category in the systematic analysis of their individual needs and goals, especially as their needs and goals relate to those of the university;
3. Extend the tested principles of systematic planning to the individual faculty member, thus linking individual faculty development to the overall university planning system;
4. Increase the exposure of faculty to internal and external consultants knowledgeable in faculty development topics such as long-range career-planning, professional goals and objectives, trends and issues in higher education, management of time, and related topics;

5. Encourage faculty members in the designated age category to prepare growth plans based on the analysis of their professional needs, considering instructional, personal, and organizational strengths and needs; and
6. Build a faculty development program at Furman on the participative planning model, using the needs assessments of individual faculty members as the basis for determining the major activities of the program.

Project Organization and Management

When Furman received the Mellon grant, G. Melvin Hipps, Professor of Education and formerly Associate Dean for Academic Programs, was appointed by President John E. Johns as director of the project. The director devoted one-half of his time to the project. President Johns also appointed a steering committee for the project composed of Dr. Hipps (chairman); the Coordinator of Institutional Planning and Research, who served as secretary and was in charge of the internal evaluation of the project; the Vice President and Provost; the Academic Dean, and two faculty members from each of the four academic divisions. This committee comprised the policy-making body for the project. The project director reported to the Academic Dean.

Dr. Hipps resigned from the university on August 31, 1979. He did so in order to move to Dallas, Texas, with his wife who was named Dean of the Baylor School of Nursing. Furman President John E. Johns appointed Dr. Philip C. Winstead, Coordinator of Institutional Planning and Research and Associate Professor of Education, as Director of the Mellon Project. Dr. Winstead also replaced Dr. Hipps as chairman of the Mellon Project Steering Committee. Since Dr. Winstead had been in charge of internal evaluation

for the project, this responsibility was shifted to Mrs. Delores P. Buford, Research Associate, in the Office of Institutional Planning and Research. These transitions went smoothly with no apparent momentum lost in the change of project leadership.

Phase I: Needs-Assessment-Planning

Phase I of the project, needs-assessment-planning, was completed on December 31, 1978. During this phase workshops and orientation sessions in needs-assessment and systematic planning were conducted to provide help for faculty in understanding the nature of the program and to provide guidelines and assistance for preparing the required growth plans. Specifically these activities were as follows:

1. On April 3 and April 12, orientation sessions were conducted by Dr. Hipps to acquaint faculty with the structure of and opportunities in the project. Eight faculty members attended the first session, and fifteen attended the second.

2. A seminar was held on May 22 at which President Johns spoke on problems the Mellon project might address. He stressed the following points: (1) dealing with both bright and marginal students; (2) appropriate programming in continuing education; (3) appropriate career education; (4) the future of cooperative education; and (5) articulating personal and institutional values. Gerda P. McCahan, Professor of Psychology, spoke on mid-career as a stage of adult development, drawing upon the theories of adult development in Maslow, Gould, and Levinson. Edgar V. McKnight, Professor of Religion, presented an example of a professional growth plan which participants in the Mellon project would be expected to prepare. Dr. Hipps concluded the program by conducting a question-answer session concerning the project. Sixty faculty members attended this session.

3. Two workshops were conducted, one on July 10, and one on July 13, to assist faculty in preparing growth plans. Consultants from colleges where growth plans or growth contracts are being used made presentations about their programs. The first

was Paul R. Redditt, Professor of Religion at Otterbein College, and the second was Richard E. Gross, President of Gordon College. Thirty-four faculty members attended Dr. Redditt's workshop and thirty-six attended the workshop of President Gross.

4. On August 7, there was a workshop on adult development. James C. Edwards, Associate Professor of Philosophy, led a discussion of Daniel J. Levinson's book, The Seasons of a Man's Life. Harold L. Hodgkinson, then Executive Director of the Professional Institute of the American Management Association, spoke on the mid-career development of college faculty and administrators. Twenty-five faculty members attended this session.

5. On September 11-12, the Mellon project sponsored a workshop dealing with an issue identified by President Johns as one which the Mellon project might address--teaching the marginal student. In the first general session, James T. Stewart, Professor of English, gave the keynote address entitled "The Problems in Teaching the Marginal Student: A Perspective." Associate Dean Paul H. Anderson presented a description of the 1978 freshman class; and C. Thomas Cloer, Director of Special Services, addressed the question "Who is the Marginal Student?" Three concurrent programs were presented during the morning session on the 11th and repeated in the afternoon. Hazel W. Harris, Associate Professor of Education, and A. Bing Somers, Assistant Professor of Education, led a program designed to present ideas on dealing with wide ranges of ability in the same class. James H. Smart, Associate Professor of History, and Ann W. Sharp, Instructor in English, gave suggestions about helping marginal students write a paper, take an examination, and read an assignment. James P. Mahaffey, Associate Professor of Education and Dr. Cloer explained how every professor is (or should be) a reading teacher.

The second day's session was devoted to the learning environment and the support services for marginal students. The following faculty and staff members described

the services for marginal students provided by their offices: Dr. Cloer (Special Services), W. Hampton Sherard (Math-Learning Resource Center), Charles C. Cort (Student Development), Thomas A. Wall (Athletic Department), James M. Pitts, (Chaplain's Office), and Paul H. Anderson (Associate Dean).

Harry B. Shucker, Director of Residential Living, described the physical environment for learning at Furman; and L. D. Johnson, University Chaplain, presented his ideas about the campus moral and spiritual environment. The workshop was concluded by a luncheon address by Gerda P. McCahan (Psychology Department), who outlined suggestions for helping marginal students deal with stress. Ninety faculty members participated in one or more of the activities of this workshop.

The next activity of Phase I was the invitation to eligible faculty members to submit individual growth plans. As guidelines, each person was asked to do the following:

1. Prepare an analysis of his or her professional needs. Faculty were to consider their instructional, personal, and organizational strengths and needs.
2. Prepare a list of objectives for each of the next five years, in order of priority within each year, with the understanding that objectives will be reviewed and subject to revision annually. These objectives could be considered a modified growth contract. The reason for having objectives prepared for five years rather than the remaining two years of this project was to demonstrate the importance of long-range career planning.
3. Explain how these objectives relate to departmental and/or university SWOTs analyses as well as to individual needs analysis. In other words, to show which of their individual objectives could be achieved as part of a departmental or university objective.
4. Explain how objectives relate to the learning experience of students.
5. Conduct a task analysis of proposed objectives and prepare a list of activities

to accomplish each of the objectives. Lists were to include suggestions for group as well as individual activities.

Forty-one faculty members (approximately 30 percent of the full-time faculty) submitted detailed growth plans. The steering committee carefully reviewed all forty-one growth plans and selected ten to be supported wholly or substantially. These ten faculty members were then asked to submit a detailed proposal for the implementation of their growth plan activities. These proposals were to contain the following information:

1. A brief description of the activities planned along with a budget for each activity;
2. A timetable for the activities;
3. A brief statement relating each activity to the needs stated in the growth plan and/or to the departmental and university SWOTs analysis;
4. A budget summary, including any release time necessary and the term or terms during which release time is being requested; and
5. A plan for evaluating the outcome of the activities.

The ten faculty members also were instructed to submit their proposals to two other faculty members of their own choosing. These two colleagues were to assist the faculty member (as a triad) in perceiving as accurately as possible his or her strengths and needs and in designing the most appropriate activities in the light of this analysis. These ten faculty members then worked closely with the project director and the steering committee to develop a series of professional growth activities designed to meet their development needs as outlined by the growth plans.

After the ten faculty members were selected for complete or substantial support, selected aspects of the growth plans of twenty-five faculty members were chosen for limited support. Seventeen faculty members were chosen initially (Fall, 1978) and eight were selected while Phase II was underway (March, 1980). These faculty members also worked

closely with the project director and the steering committee to develop activities to accomplish the approved portions of their growth plans. These limited activities were also to be completed during the twenty-four months of Phase II.

The final activity of Phase I was the steering committee's identification, from the forty-one growth plans, of areas which could be pursued as possible group activities. The idea was to identify those areas of mutual concern, or at least of concern to enough people to merit their exploration in a group setting rather than in an individual setting. The committee's analysis revealed the following general topics:

1. Use of the computer in teaching and research;
2. Evaluation and testing of students;
3. Helping students to improve their writing;
4. Alternative teaching modes;
   ---use of media
   ---alternatives to lectures
   ---experiential learning
   ---methods of teaching marginal students
   ---interdisciplinary teaching; and
5. Proposal writing.

Phase II: Activity Implementation Stage

Phase II, the activity implementation stage, began on January 1, 1979, and continued through December 31, 1980.

Individual Activities. The ten Furman faculty members whose growth plans were approved in full were asked to summarize for this report their growth plans and accompanying professional development activities. These summaries follow:

> The major aspects of my growth plan cover the development of new courses, the updating of existing courses and laboratory experiences, and the development of manuals and learning resource modules useful to biology majors and

students interested in health career planning as well as developing some new approaches to laboratory studies in physiology courses which I teach. By attending a National Institute of Occupational Safety and Health Program at the University of Cincinnati, I hope to be able to develop a departmental manual and learning resource modules dealing with laboratory safety. In addition I will develop a course in industrial hygiene as part of the departmental special topics in the area of nutrition and the prerequisite of nutrition for admittance to veterinary school. I plan to spend some time at a medical center where I will study nutrition and prepare to teach such a course periodically as part of Biology 95 special topics.

Gilbert W. Fairbanks
Professor of Biology

Strengthening my knowledge, skill, and prcductivity as a teacher is the purpose for which I have designed projects under the Mellon program. Included is a three-way thrust focusing the first year on increasing my computer skills along with other quantitative areas, and also increasing specialization in my major area of industrial relations. Later, attempts will be included to broaden my knowledge outside my academic field as well as finding additional methods to articulate personal and institutional values to the student. Also included will be an investigation of ways to innovate, especially as related co experiential approaches to teaching business courses. Specifically, projects included are as follows: (a) study for and take the examination to qualify for Accredited Personnel Specialist; (b) attend a workshop in the quantitative area sponsored by the American Institute for Decision Sciences; and (c) take a course for college credit in computer science.

James W. Johnson
Assistant Professor of
Business Administration

One of the major goals of my growth plan concerns the implementation of the feasibility study for the self-pacing of languages to suit departmental needs, especially those of the marginal student. Another goal is to engage in some refresher activity to prepare to resume teaching Spanish after quite some years. Several other goals concern my effectiveness as a departmental coordinator. the development of an extra-curricular language program (language clubs, language table, etc.), and increased professional activity away from campus, e.g., presentation of papers at regional and state organizations. I have planned activities for the implementation of the self-paced program in French by attendance at a summer workshop and at a fall convention of the National Association of Self-Instructional Language Programs. To perfect some necessary Spanish skills, particularly oral, I plan to attend the Spanish School of Middlebury College during a summer session.

Myron L. Kocher
Associate Professor of
Modern Languages

I plan to increase my efforts to demonstrate scholarship in Golden Age Spanish literature, romance linguistics, and modern-language-teaching methodology--my primary areas of specialization. I should also like to increase my proficiency in written and spoken Italian to a level which would enable me to teach an introductory Italian course and to investigate Hispano-Italic literary relations of the Renaissance and Golden Age periods. In addition, I hope to direct a number of long-delayed departmental projects, including revision of our Spanish placement test, the evaluation of advanced course offerings in Spanish, experimentation with self-paced instruction, and development of a Latin-American civilization course. To achieve these objectives, I shall attend a number of workshops and conventions which deal specifically with my literary period and with issues in foreign-language teaching--pedagogical and technological innovations, curricular experiments, and problems of articulation between secondary-school and college language programs. During the next two summers I hope to participate in two intensive Italian programs--one in the United States at a reputable language institute, the other in Italy.

C. Maurice Cherry
Assistant Professor of
Modern Languages

The major focus of my Mellon growth plan is upon improving the process of selecting, training, and facilitating the entry of young teachers into the education profession. More specifically, I'd like to explore ways in which Furman might improve its teacher preparation program by: (1) developing a field-based approach to education to help prospective majors identify what teaching as a vocation really involves; (2) broadening existing major courses to help students develop skill in instructing children with special needs; (3) helping prospective teachers move toward greater self-awareness, understanding of others, and informed commitment to teaching as predictors/enhancers of effectiveness within their classrooms; and (4) utilizing informal support groups for first-year graduates who take teaching positions in this immediate area. An additional part of my project is to cooperate with other departments in identifying vocational opportunities in churches and government and community agencies for students who wish to work with children and their families outside the public schools and to develop the needed preparatory programs. These goals will, of course, necessitate my participating in coursework, conferences, institutes, and other research and study experiences to broaden my theoretical background and increase my ability to design educational experiences emphasizing effective and behavioral changes rather than the more traditional content-oriented course I have been teaching.

Doris A. Blazer
Instructor in Education

I plan to broaden my knowledge and appreciation of Greek culture from antiquity through the Middle Ages down to modern times. I hope to achieve this goal through extensive reading in archeology, Byzantine history and literature, modern Greek culture (including the acquisition of the ability to use modern Greek source materials), through participation in an archeological expedition to become familiar with the organization of an expedition and to acquire some skill in the interpretation of archeological data for the understanding of Greek culture, through participation in appropriate conferences and study and/or consultation at appropriate schools. Growing out of these activities will be a broader understanding of the sweep of Greek culture, more interesting and informative classes, and an adequate background for providing study/travel programs for the Furman community and others.

Roy E. Lindahl, Jr.
Professor of Classical Languages

So that I am qualified to teach courses other than English 11 and 12, I plan to complete a Ph.D. program at the University of South Carolina with a major in English Literature since 1660 and a minor in English Literature to 1660. The Ph.D. degree will also prepare me to teach Humanities and Comparative Literature courses. A more immediate objective is to gain specialized knowledge in the teaching of composition so that I may become a resource person for the Freshman English program. This objective, to learn recent methods of teaching composition to students with a diversity of needs, interests, and abilities, is consistent with the university and departmental goal, to provide a sequence of GER courses appropriate to the needs of all students to communicate effectively both in speaking and writing. During the fall orientation week I hope, with the help of the department, to implement a workshop for the faculty on methods of evaluating the style and mechanics of written composition. In addition, I will examine methods for teaching composition skills to Humanities students.

Barbara S. Heusel
Instructor in English

The major thrust of my growth plan is to increase my knowledge and strengthen my ability in the field of labor economics and the social responsibility of business. The plan also includes objectives and activities which will improve my teaching methods. The first growth objective in my plan is to update and expand my knowledge of my primary field of study at the doctorate level, labor economics. Since labor economics is a very broad field and deals with the human resource, I feel that it is desirable to increase my knowledge in this field. Of the several activities related to this objective, the primary one is to study for a brief period at a major university. Another of my objectives is to study in the area of social responsibility of multinational businesses. This would involve multinational businesses, in the United States and Europe and the headquarters of the Organization for Economic Development (OECD) and the Common Market. Also, I plan to study what

these businesses have done in selected less developed countries. The third objective included in my proposal is to learn more about the Personalized System of Instruction and to use it in additional courses. I expect to visit other colleges where PSI is used to teach economics and to attend conferences sponsored by the Center for Personalized Instruction.

Ray C. Roberts, Jr.
Professor of Economics

The main goal of my personal growth plan is to explore new professional directions within my field of social psychology. I will try to achieve expertise in one or more sub-areas. One of the areas which I will pursue is female leadership training. This represents both a research and an applied aspect of social psychology and will, I hope, be of practical benefit to me, to my students, and to the university. In addition, I expect to devote time to the writing of a research methodology handbook and to exploring better teaching methods with the aid of selected colleagues.

Elaine S. Nocks
Associate Professor of
Psychology

The support from the Mellon Project will enable me to work toward two goals. My first objective is the completion of my dissertation on the dialect representation of Johnson Jones Hooper, author of the Simon Suggs stories, Southwest humor tales populated by lower-class whites of the 1850's. To follow up this study, I hope to do some field work in the dialect collection, perhaps for one of the Linguistic Atlases, and also in Greenville County. My second objective is to become more knowledgeable in the different theories of grammar which have developed from Noam Chomsky's work in transformational-generative grammar. The Linguistic Society of America sponsors a summer institute, with courses and workshops offered by the leading scholars in various linguistic studies. I plan to attend a summer institute after some preparatory reading in philosophy and language. These activities should help me to become a better teacher of English language courses and to apply more successfully an understanding of English language structures to the teaching of composition and literature.

Ann W. Sharp
Instructor in English

In addition to the ten faculty members whose growth plans were approved in full, the twenty-five who submitted growth plans and had one or more of their activities approved were as follows: (1) Robert W. Kelly (Biology), summer study of entomology;

(2) Lewis C. Stratton (Biology), workshop on computer use in biological education; (3) Charles A. Arrington (Chemistry), study of the 6/16 computer and computer interfacing (4) Rhett B. Bryson (Drama), master class in scenic design and acting class at the Herbert Burghoff Studio in New York; (5) Charles L. Alford (Economics and Business Administration), workshops for teachers of small business administration; (6) James P. Mahaffey (Education), study of competency-based teacher education; (7) Albert B. Somers (Education), workshops on children's literature; (8) Archie V. Huff (History), research on Charleston volume; (9) James B. Leavell (History), study of Japanese language; (10) James M. Bell (Mathematics), preparation of a mathematics textbook; (11) David B. Parsell (Modern Languages), teaching and research in comparative literature; (12) Ramon Kyser (Music), workshops in vocal pedagogy and vocal interpretation; (13) S. Milburn Price (Music), seminars on choral methods and solo vocal literature; (14) Donald L. Gordon (Political Science), seminar on the use of computer in social science analysis and survey statistics; (15) James L. Guth (Political Science), study of the politics of clergy; (16) Charles L. Brewer (Psychology), publication of a book on John B. Watson; (17) Edgar V. McKnight (Classics and Religion), seminars on linguistics, exegesis, and hermeneutics; (18) Carey S. Crantford (Modern Languages), second-level course in Hebrew and a beginner course in Arabic; (19) Edward B. Jones (History), study and research on China history; (20) Rex E. Kerstetter (Biology), course in tropical marine ecology; (21) Lon B. Knight (Chemistry), study of solid state gasses; (22) David A. Smith (Religion), study relating to African traditional religions and Islam; (23) Richard A. Stanford (Economics and Business Administration), courses in data processing, applied economics, and agricultural economics; (24) Ernest J. Walters (Political Science), research dealing with Fabian Socialism; and (25) Norman E. Whisnant (Modern Languages), study of the German Middle-Franconian dialect.

Group Activities During the implementation stage of the project twenty group activities were conducted. The common areas of interest identified by the steering committee were the source of the topics for most of the sessions. As the project progressed, the experience and judgment of the committee and the project participants led to other topics.

During Spring, 1979, a series of workshops and seminars was held on the academic use of the computer. Topics covered were general knowledge of the computer, statistical operations requiring the use of computers, computer modeling, and computer programming. T. Ray Nanney, Chairman of the Furman Computer Science Department, and E. James Runde, Director of the Furman Computer Center, conducted the orientation/training sessions. Twelve two-hour sessions were held on announced topics and then, in June (1979), a week-long workshop on computer programming was held. Twenty-four faculty members participated in selected sessions with ten of the faculty members going through the computer programming segment.

On September 10, the Mellon project sponsored a workshop on teachers as mentors. Thirty-five faculty members attended who were serving on the triads (development teams) for Mellon project participants that were pursuing approved growth plans, or who were actual participants in the Mellon project individual activities. In the first general session Gerda P. McCahan, Professor of Psychology at Furman, spoke on "The Helping Relationship." Harold L. Hodgkinson, President of the National Training Laboratories (NTL) Institute, followed with a presentation entitle, "Faculty Members as Mentors." R. Judson Carlberg, Dean of the Faculty, Gordon College, described the faculty triad program at his institution. Following these three presentations the Furman faculty development teams (triads) met individually to discuss the applicability of the material presented to their situations. The workshop closed with a general discussion and talk-back session with the presenters.

Four media workshops were presented in November, 1979, as Mellon project group

activities. On November 6, Hazel W. Harris, Associate Professor of Education, and C. Maurice Cherry, Assistant Professor of Modern Languages, directed a workshop on "Transparency Projection: Over-head Projection." On November 13, Douglas M. MacDonald, Associate Professor of Philosophy, and James M. Pitts, Assistant Professor of Religion, gave a workshop on "Imaginative Uses of Tape Recordings; Sound-Design in Teaching." On November 20, a workshop on "Classroom Television" was presented by Gerda P. McCahan, Professor of Psychology, and Frank M. Powell, Assistant Professor of Health and Physical Education. On November 27, Don B. Cely, Photographer, WFBC Television, presented a workshop on "Photography and the Classroom and Copying by Close-Up Photography." Carey S. Crantford, University Media Consultant, coordinated each of the media workshops. Fourteen faculty members attended one or more of the sessions.

During the winter term (January-February, 1980), T. Ray Nanney, Chairman of the Computer Science Department, conducted another series of workshops on the use of the computer. Meeting on Tuesday afternoons for eight weeks, he led the participants through sessions on the basic concepts and terminology of computers, microcomputers, use of computer terminals, and fundamentals of computer programming. As before, he then conducted a week-long workshop on computer programming. Eighteen faculty members participated. Ten faculty members continued through the programming segment.

On February 6, 1980, Julia M. Jacobsen, Co-Director, Association for Affiliated College and University Offices, Washington, D. C. and Max G. Smith, Director of Foundation and Governmental Relations, Furman University, led a workshop on proposal writing. Dr. Smith covered the technical aspects of preparing proposals requesting external financial support, while Ms. Jacobsen discussed the grant procurement process as it relates to both private foundations and government agencies. Twenty-eight faculty members attended.

On February 11, 1980, Hilda F. Owens, Associate Professor of Higher Education, University of South Carolina, led sessions at Furman on legal issues in higher

education. She spoke at a general meeting of the Furman faculty and met in discussion groups with twenty-two academic department chairmen and with thirty-eight freshman advisors.

In the spring term (March-May, 1980), Charles L. Brewer, Professor of Psychology and Chairman of the Furman University Psychology Department, and Ohmer H. Milton, Professor of Psychology and Director of the University of Tennessee Learning Research Center, led a seminar at Furman on April 2, on evaluation and testing. Dr. Milton discussed evaluation and testing from the general perspective of one who had done extensive research and had had practical experience. Dr. Brewer related these matters more specifically to the Furman context. Twenty-eight faculty members attended.

On April 24, members of the Furman University English Department and Furman faculty representing selected academic disciplines led a workshop designed to help faculty members help students improve their writing. James T. Stewart, Professor of English, moderated the program. Elaine S. Nocks, Associate Professor of Psychology, spoke on "Special Concerns of the Social Sciences." Charles A. Arrington, Professor of Chemistry, spoke on "Special Concerns of the Natural Sciences." Gilbert B. Allen, Assistant Professor of English, talked about "Qualities of Good Writing." Philip L. Elliott, Professor of English, discussed "The Assignment." F. Willard Pate, Professor of English, spoke on "The Plan and the Structure." Stanley J. Crowe, Assistant Professor of English, talked about "Coherence in Sentences and Paragraphs." William E. Rogers, Associate Professor of English, went over "Grammar and Usage." Thirty-five faculty members attended.

During the summer (June-August, 1980), James W. Trent, Associate Professor of Higher Education, University of California at Los Angeles, conducted a workshop for Furman faculty on program evaluation. Held on July 17, Dr. Trent discussed the rationale for evaluating academic programs and presented procedures which can be used

for assessing program accomplishments. Thirty faculty members participated.

In the fall term (September-December, 1980), Harold L. Hodgkinson, President, National Training Laboratories (NTL) Institute, spoke on the topic, "The Professor Managing Himself." Dr. Hodgkinson discussed adult development and the ways faculty members can more effectively deal with the variety of tasks and demands expected of them during a normal academic year. Sixty-three faculty members attended.

In November, T. Ray Nanney, Chairman of the Computer Science Department, conducted another series of workshops on the use of the computer. Meeting on Wednesday afternoons for four weeks, he led the participants through sessions on the basic concepts and terminology of computers, use of computer terminals, and fundamentals of computer programming. Ten faculty members participated.

On October 9, 14, 21, and 28, a series of programs on new developments in the various academic disciplines was presented. Moderated by John H. Crabtree, Academic Dean, representatives from each of the academic departments at Furman spoke on current areas of interest within their disciplines. A general discussion followed the individual presentations. The purpose of the series was to acquaint Furman faculty members with new ideas and concepts in academic areas other than their own. The first program, October 9, featured the social sciences: Economics and Business Administration, Education, Health and Physical Education, Political Science, Psychology, and Sociology. The second program, October 14, featured the humanities: Classical and Modern Languages, English, History, Philosophy, and Religion. The third program, October 21, featured the fine arts: Art, Drama, and Music--plus Military Science and Library. The final program, October 28, featured the sciences: Biology, Chemistry, Computer Science, Geology, Mathematics and Physics. Attendance at the four sessions was fifty-five, fifty-seven, fifty-one and fifty-nine.

Hazel W. Harris, Associate Professor of Education, led a workshop at Furman on

November 6, on constructing classroom tests. Dr. Harris built upon the concepts presented in the seminar on evaluation and testing held in the spring and developed with participants specific procedures for constructing classroom objective and essay type tests. Nineteen faculty members participated.

On November 20, a seminar for Furman faculty on crisis counseling was held. Fred M. Newton, Director of the Counseling Center, Kansas State University; and Stephen G. Jennings, Vice President for Student Services, Furman University, led the seminar. Dr. Newton discussed the role of faculty in identifying and working with students experiencing personal and emotional problems. Dr. Jennings related the concepts presented to the present situation at Furman. Forty-seven faculty members attended.

On December 2, a seminar for Furman faculty was presented on religious fundamentalism. The seminar featured presentations by Robert W. Crapps, Professor of Religion, and James L. Guth, Associate Professor of Political Science. Edgar V. McKnight, Professor of Religion, moderated the program. Dr. Crapps discussed religious fundamentalism in its historical context. Dr. Guth talked about the present social and political implications of the movement. Sixty-four faculty members attended.

Evaluation

The evaluation design for the Development of Mid-Career Faculty program included both formative and summative types. The evaluation consisted of three discrete activities. The first activity was to administer through the Furman University Office of Institutional Planning and Research two survey instruments. The first questionnaire was designed "to determine basic understandings, feelings, and attitudes about the project so there will be a basis for evaluating the progress of the program." Near the end of the project a second survey instrument, similar in content to the first and designed to measure current feelings as well as possible changes in behavior and concepts, was administered. All members of the Furman faculty eligible to participate in the

program were sent survey instruments.

The second evaluation activity was to appoint an external evaluator to visit the campus periodically throughout the grant period to provide independent formative and summative evaluations. The external evaluator was charged with acquainting himself with the project proposal, interviewing faculty and staff involved in Mellon related activities, reviewing project related materials and, then, during the project to make suggestions and raise questions as a formative evaluation and near the end of the project to assess progress toward the accomplishment of the program objectives as a summative evaluation. Jerry G. Gaff, Director, Project on General Education Models, Washington, D. C., and author of the widely acclaimed book on faculty development entitled, Toward Faculty Renewal (Jossey-Bass, 1975) served as external evaluator for the project. When Dr. Gaff assumed the role of external evaluator he had just concluded a project involving sixteen colleges and universities in the southeast and the midwest entitled, "Project on Institutional Renewal Through the Improvement of Teaching."

The third evaluation activity was the subjective assessment by the project director and the Office of Institutional Planning and Research of each individual activity undertaken. As a part of his or her final activity report the faculty member was asked to include, along with a statement of actual expenditures, the following items:

1. A brief description of each activity and its value to you in your professional development;
2. A description of any changes or improvement in your teaching and a description of any contribution to your department or the university that has been brought about by your project; and
3. An assessment of the value of the planning process required by the preparation of the growth plan.

The subjective assessments were made from these data.

Pre-survey-Post-survey Analysis. The pre-survey was developed during the summer of 1978 and administered in August of that year. The survey was distributed to the 118 faculty members eligible to participate in the project. Fifty completed questionnaires, representing a response of 42.4 percent, were returned.

The questionnaire was divided into four parts. Part I of the instrument requested personal information about age, teaching experience, department, and faculty rank. Part II asked for faculty members' present feelings about the basic premises which were stated in the original proposal. Part III elicited attitudes and opinions of the degree of importance to faculty members of the stated objectives of the project. Two-thirds of those who responded were 45 years of age or younger and had ten or less years of experience teaching at Furman. Three out of four held the rank of associate professor or assistant professor.

Respondents were asked to express their opinions about the underlying concepts stressed in the original proposal. Beside each of the fifteen basic premises, they were asked to make one of the following responses: (1) agree strongly, (2) agree, (3) no opinion, (4) disagree, (5) disagree strongly. The majority of the faculty agreed with twelve of the premises. Nine out of ten agreed or strongly agreed that "faculty members should assume individual responsibility for short-term and long-term career planning" and that "efforts of the Mellon program should not replace but complement faculty development programs being operated by the university." Four out of five respondents agreed that Furman faculty members face problems similar to those of other institutions in regard to status, attitudes, and development of faculty members, that it is now appropriate to try to engage a significant number of faculty members in the process of self-analysis in order to establish a clear and rational approach to their individual professional development, and that faculty development activities should include careful planning by the participating faculty members.

Faculty members were asked to respond to statements in Part III about the Furman University climate for faculty development, especially development of mid-career faculty, using the same five-point scale (agree strongly to disagree strongly) used in Part II. Nine out of ten viewed the faculty as "generally very serious and purposeful about their work at Furman," and as "experimenting with new methods of teaching, new courses and other innovations." Still, 95.9 percent expressed a "definite need at Furman for systematic planning for faculty development." Three out of four said faculty members at Furman do not have ample opportunity for personal and professional growth. Four out of five said present techniques are not adequate in providing effective faculty development.

Part IV asked faculty members to express their interest in fifteen topics, listed as possible areas of interest, from among the following responses: (1) very interested, (2) moderately interested, (3) reluctant, and (4) not interested. The majority of the respondents were very interested or moderately interested in all of the possible topics listed with some being more popular than others. Nine out of ten respondents were interested in the following topics: (1) Development of skills in a variety of teaching modes, (2) Methods dealing with diversity of needs, interests, and abilities of students, (3) Incorporating certain basic skills (communication, research, logical thinking, critical thinking, etc.) into all courses, and (4) Long-range curriculum planning.

In Part V respondents were asked to rank the importance to them of the six program objectives, using the following five-point scale: (1) little or no importance, (2) some importance, (3) average importance, (4) high importance, and (5) great importance. The majority ranked of average to high importance all of the six program objectives. The objectives the majority ranked of high or great importance are: (1) Develop and implement at Furman an ongoing institutional program of personal and professional growth for mid-career faculty members; (2) Encourage faculty members in

the designated age category to prepare growth plans based on the analysis of their professional needs, considering the instructional, personal and organizational strengths and needs; (3) Involve faculty members at Furman in the designated age category in systematic analysis of their individual needs and goals, especially as their needs and goals relate to those of the university.

Space was provided at the end of the questionnaire for faculty members to make comments. Comments were mixed with some faculty members expressing "serious doubts" and "certain reservations" about the value of the project and others expressing optimism by such statements as, "I am very pleased we have the grant; I believe it will be helpful and encouraging."

The post-survey was developed and distributed to 106 faculty members (those faculty members remaining from the 1978 survey group) in February, 1981. Fifty-seven completed questionnaires, representing a response of 53.8 percent, were returned. The instrument this time was divided into six parts. Part I of the questionnaire requested personal information about age, teaching experience, department, and faculty rank. Part II asked for faculty members' agreement or disagreement with the underlying concepts stressed in the grant proposal and implementation of the grant. Part III elicited attitudes and opinions about Furman and the current climate for faculty development, especially development of mid-career faculty. Part IV asked faculty members to evaluate from (1) no importance to (5) essential the value of each of twenty-eight project related activities. Part V gave respondents an opportunity to express opinions about the overall effectiveness of the project. Part VI listed the six objectives of the project and asked faculty members to indicate the extent to which each objective was accomplished. Of the respondents those under 45 and over 45 years of age were about evenly divided (under 45, 50.9 percent; over 45, 49.1 percent). Seventy percent had been on the Furman faculty more than ten years. Three out of four held the rank of professor or associate professor.

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Respondents were asked to express their opinions about the underlying concepts stressed in the proposal and implementation of the grant. Beside each of the twelve basic premises, they were asked to mark one of the following: (1) agree strongly, (2) agree, (3) no opinion, (4) disagree, (5) disagree strongly. The majority agreed with all but one of the premises; only 18.2 percent said they agreed with the statement, "Faculty development is viewed as an individualistic enterprise unrelated or only tangentially related to institutional goals." Nine out of ten agreed or strongly agreed that "faculty members face problems similar to those of other institutions in regard to status, attitudes, and development of faculty members," that "efforts of the Mellon program should not replace any of the faculty development programs being operated by the university but should complement them," that "faculty development activities should entail quality planning on the part of the participating faculty members," and that "faculty members should assume individual responsibility for short-term and long-term career planning." Four out of five respondents agreed that a systematic approach to planning and implementing a program of personal and professional growth is necessary for faculty development, that it is appropriate to engage a significant number of faculty members in the process of self-analysis in order to establish a clear and rational approach to their individual professional development, and that priority in faculty development should be given those activities demonstrating an appropriate balance among individual, departmental, and institutional goals.

Faculty members were asked to respond to statements in Part III about the Furman University climate for faculty development, especially development of mid-career faculty, using the same five-point scale (agree strongly to disagree strongly) used in Part II. The respondents agreed unanimously that "faculty are generally very serious and purposeful about their work at Furman," and "faculty are active in experimenting with new methods of teaching, new courses, and other innovations." Still, four out of five expressed "a definite need at Furman for systematic planning of faculty

development." Nine out of ten said the techniques available before the Mellon grant were not adequate "in providing effective faculty development." Three out of four agreed that "the Mellon grant allowed an adequate number of seminars and colloquia to be held at Furman," that "there is a general willingness at Furman to experiment with innovations that have shown promise at other institutions," and that "faculty morale is high at Furman."

Part IV asked faculty members to indicate the value of project-related activities. The twenty-eight group activities were listed, and respondents were asked to rate each on a one-to-five scale, with one being low and five being high. Respondents who did not participate in the activities were asked to mark a column entitled "no basis for rating." The activities with the largest numbers of high ratings were the general overview of the Mellon program on April 3, 1978, and the series of three seminars on new developments in the humanities, fine arts, military science, library, and the sciences. Four out of five rated as essential or of high importance the seminar on helping students improve their writing and the seminar on religious fundamentalism.

Part V gave respondents an opportunity to rate the overall effectiveness of the program. A majority of respondents rated the project positively. Nine out of ten described the program as relevant. Four out of five called it challenging, clear, practical, realistic, and attainable. Three out of four said the project was important to them personally and important to their work.

In Part VI faculty members were asked to give their opinions about the extent to which each objective of the program was accomplished. The six objectives were listed, and respondents were asked to rate them, using a five-point scale: (1) little or no accomplishment, (2) some accomplishment, (3) average accomplishment, (4) high accomplishment, and (5) great accomplishment. Seven out of ten respondents indicated that all the objectives were accomplished at an average or better level. Three objectives that were rated of average to great accomplishment by four out of five respondents dealt with

(1) the development and implementation of an ongoing institutional program for faculty development, (2) increased exposure of faculty to internal and external consultants knowledgeable in faculty development topics, and (3) involvement of faculty in analyzing their needs and goals relative to those of the university.

Space was provided at the end of the questionnaire for faculty members to make comments. Comments were mixed but were predominately positive. Two respondents said the internal consultants, or "local personnel," were "far more helpful than using outside consultants," while one respondent said more off-campus consultants would have been helpful, that "too many internal consultants were used." Most faculty members were enthusiastic about the activities made possible by the Mellon grant; among their comments were: (1) "The project was an enormous step in the right direction," (2) "The program has been good for Furman and very good for those who took an active part," (3) "It has contributed largely to faculty competence and to faculty morale." Those who expressed reservations (e.g. "I can quibble with particulars in implementation," "I especially have reservations about the impartiality of the selection process," "Some programs were good, a few were pretty bad--none that I attended were excellent.") concluded with statements like "overall the project was a large success," "it allowed people to do things they never could without outside funding." The most often mentioned subject was the future of faculty development funding after the grant ends. Among the comments were: (1) "I strongly hope that what has been started so well will be sustained and perpetuated." (2) "It will be difficult but very important to keep up the university support and encouragement of those willing to plan for and change as times require." (3) "Furman needs to make a commitment--squarely and definitely--so that the faculty will know it is serious. That has not been done at this point." Most expressed optimism about faculty development at Furman but some expressed doubts; one said simply, "It will be interesting to see the long range effects of the program."

In comparing the results of the pre-and post-survey, agreement with the basic premises

on which the program was based had not changed significantly from the beginning of the project to the end except that at the end of the project faculty development was no longer viewed as "an individualistic enterprise unrelated or only tangentially related to institutional goals." Respondents' opinions about the climate for faculty development had changed little. Unchanged were opinions that "faculty are generally very serious and purposeful about their work at Furman," and "faculty are active in experimenting with new methods of teaching, new courses, and other innovations." Changed were opinions about morale; an increased number judged faculty morale as high at the end of the project. The project-related activities rated highest were the overview of the project at the beginning and a series of seminars on new developments in the humanities, fine arts, military science, library, and the sciences. The overall effectiveness of the project was described as "relevant," "practical," "realistic," and "challenging." The three objectives viewed as most important to the faculty as the project began were judged by four out of five respondents as accomplished. All the objectives were judged as accomplished by three out of four respondents.

External Evaluator Analysis. Jerry G. Gaff was on campus four times to conduct the on-going external evaluation. On November 27-28, 1978, Dr. Gaff met with the project director, the academic administration (President, Provost, Academic Dean), the steering committee, faculty members participating in the Mellon project for mid-career faculty, and a group of faculty who were not participating in the project. According to Gaff:

> The program is progressing very well. Sound faculty leadership has been secured; the steering committee contains individual who are respected by their colleagues and committed to their undertakings. The administration also appears to be providing leadership for the efforts. The faculty seem to have responded extremely well to the early efforts. There does seem to be awareness of the need for the university to plan for the institutionalization of faculty development after the grant terminates.

Gaff returned to campus on July 10-11, 1979. This time he talked with the faculty members participating in the project, the steering committee, the project director and the Academic Dean. In his evaluation report Gaff indicated:

> The Mellon participants...continue to move ahead with their growth plans. Progress was noted by many of the individuals, and I was encouraged to see that some had made useful mid-course corrections instead of slavishly following original ideas. Some changes were necessitated by health, personal, or professional circumstances that could not have been foreseen. This suggests that career planning is seen as both a flexible and continuous thing, rather than a rigid, one-shot affair.

Gaff made a third visit to Furman on March 19-20, 1980. This time he focused on faculty participating in the triads and on issues concerning the institutionalization of faculty development activities at Furman. According to Gaff:

> The triad groupings were conceived as support groups for those individuals who were funded to pursue growth plans. Although there is much variability in the frequency, timing, circumstances, and purposes of communication among the triads, and although they were started with only the barest of guidelines, most seem to serve quite useful purposes.

Addressing the broader question of "institutionalization," he said:

> My overall impression is that the project is functioning in precisely the way that foundation grants, at their best, should. That is, they provide seed money for new activities that would not have occurred without support; these activities hold potential for improving the quality of education; the early experiences of rather large numbers of faculty members have, on the whole, been positive; and every expectation is that these activities will continue with the support of the university after the grants terminate.

Gaff made his fourth and final visit to Furman on March 10-11, 1981. This time he attended a dissemination conference designed to share Furman's faculty development program with academic officers and faculty development directors from other institutions in the region. He commented that the conference "provided an excellent overall perspective for me as an outside evaluator from which to view the results" of the project. In his final report Gaff made several observations about faculty development at Furman, comments about the project, and some suggestions for the future.

He described as "striking testimony to the accomplishments" of the projects, the statements by Gerda P. McCahan, Chairman of the Faculty, about "the noticeable gains in professional competence and confidence, the increase in substantive conversations among the faculty, and the overcoming of isolation among faculty in different departments."

Gaff added that he had "never observed a program penetrate an institution as thoroughly and as positively in such a short time." Gaff's specific comments included the following:

> The Mellon project was able to provide direct support for thirty-five mid-career faculty members, encourage the development of 'support triads' for grant recipients, and sponsor twenty-eight group activities which had a large average attendance. The fact that all the grant recipients prepared growth plans introduced the notion of systematic career planning into the faculty on a wide scale, and the idea seems to have been validated by these experiences.

Among his suggestions for the future, Gaff cautioned that "the shift from starting a new program to maintaining one is almost always more complicated than anticipated" and urged leadership "to be as creative and vigorous during this transition to a permanent on-going program as you were in getting the work under way" and "to keep activities fresh and invigorating." He suggested "focusing attention and resources on curriculum, a particular division, a key problem, or the like might help provide some of the new directions for the future of the program." He "urged some new departures," but commented on "the value of retaining some of the things that worked," and listed as examples, "growth plans" and "helping triads."

Gaff recognized that "changing leadership is to be expected and carefully cultivated as a means of renewing the program," and recommended that some kind of rotating leadership around a core of veterans should be arranged." His final suggestion was that "a program of research and evaluation could add depth and substance to the various efforts that have been undertaken."

"My overall evaluation of the accomplishments in faculty development is extremely positive," stated Gaff. He expressed optimism for the future of faculty development at Furman.

Individual Activity Assessments. Each of the final reports of the faculty members who conducted individual activities was examined in terms of the evaluative items each participant was asked to address in his report. The ten fully-funded projects were evaluated with special attention being given to the assessment of the triad relation-

ships unique to the fully-funded projects. The projects of the twenty-five participants who had one or more activities funded were evaluated with special attention to their assessment of the value of planning and implementing activities to effect change or improvement in their teaching.

One of the important aspects of the Mellon project was the testing of a triad arrangement for those faculty members whose growth plans were chosen for full-support. Each of the ten faculty members selected two colleagues to serve on their triad. The triads were designed to meet regularly, to review the growth plan, to assess the participant's progress toward the accomplishment of the growth plan objectives, and to serve as a sounding board for ideas and activities which resulted from the growth contracts. Each of the ten participants indicated in his report that the triad relationship was valuable to his project. They credited the triad with providing "advice and support," "guidance," "insight," and being "a source of encouragement and inspiration for what I was doing." One participant said the triad was valuable but could have been of greater value if it had been utilized earlier in the planning process, "in the original planning of the project." Another participant said he "liked the triad system" but "was not sure the program was greatly affected one way or the other because of the triad sessions." A participant who said, "The use of the triad was and was not successful" went on to explain that although the triad members "never indicated an unwillingness to assist me," there was hesitancy in asking, "perhaps resulting from my insecurity as to the worth of myself or my project." In evaluating all the comments about triads, one can conclude that triads were a successful component of the faculty development project. Criticisms of the triad reflected more about the participant than the concept of triad arrangement.

In addition to the ten faculty members whose growth plans were approved in full, twenty-five who submitted growth plans had one or more of their activities approved. Reports of these participants were evaluated with special attention to the benefit of

the activities to the participant and his department and assessment of the value of the planning process.

In describing the planning process necessary for requesting funds, participants used phrases like "forced me to consider," "helped me," "prompted me," "forced opportunity," "seemed absolutely necessary to orderly growth and development," and "pushed me" to describe their initial resistance to planning. But all agreed that the planning process "proved to be valuable," "was a valuable tool," "was very useful," "was a rewarding experience," or "was very beneficial."

In addition to evaluating the planning process, each participant was asked to describe the benefit of the activities to him as an individual and to the department. All participants judged that they benefited from the grant. Following are examples of their personal assessments: (1) I feel revitalized, excited, challenged; (2) My visibility in this area has increased; (3) These activities have improved my credentials; (4) I am more secure in my teaching; (5) I am better able to deal with problems my students bring me; (6) I feel better about my life and career in general; and (7) The grant proved to be of enormous benefit to me as a scholar.

Several mentioned new skills they had acquired, e.g., languages, writing and computer skills. Often mentioned were skills or information they had gained that would benefit students. New or revised courses for better delivery of information and counseling about graduate schools' strengths and weaknesses were often cited.

Benefits to the departments included "new instructional material," "expanded curriculum," "facilities for a unique course in mathematics," and "production of a new textbook in psychology." In two instances, participants indicated that the planning process is being more widely used and talked about in their departments. Another said:

> We have just started a reconsideration of several courses in our department and although no one has mentioned the Mellon project, I feel there is some carry over of the idea of planning ahead that has influenced our thinking in this effort.

In addition to the activities that were planned to meet the objectives of their

growth plans, several participants reported gaining bonuses or unexpected outcomes from their activities. One participant who was in Germany had the opportunity to observe the 1980 German elections, not a part of his planning. Another who was in England was invited, by people he met after he arrived, to become familiar with the English system of higher education. A chemistry teacher said, "I have come further than I expected in implementing the use of computers in my classroom," and an education teacher who planned opportunities to hear authors and critics of children's literature, experienced the unexpected outcome of being "encouraged to explore the writing of a children's novel myself."

The participants' reports indicate that all benefited in some way from the activities they planned and implemented as part of the Mellon project. Some benefited more than others. The final reports do reveal a genuine attempt on the part of most participants to improve themselves as teachers and to improve Furman's educational program in a tangible way.

Project Objectives

Any project must ultimately be evaluated on the basis of the extent to which its objectives were achieved. Naturally, as a project progresses some objectives assume greater and some lesser importance than was originally intended. Furthermore, when the success of a project depends upon changes in attitudes, assumptions, beliefs, and values of human beings and established institutions as much as increased skills, it is difficult if not impossible to quantify outcomes. Even if it were possible to judge adequately the results of a project such as the Mellon mid-career program at Furman, one could probably not do so until several years have lapsed, that is, until the faculty participants have sifted through the ideas presented, the procedures tried, and the processes tested to determine which ones should be institutionalized. Thus, judgment as to the extent to which the project objectives were accomplished must, at this point in time, be highly

subjective.

The specific program objectives were as follows:

1. Develop and implement at Furman an ongoing institutional program of personal and professional growth for mid-career faculty members, that is, those ranging in age from thirty-five through fifty-five;
2. Involve the faculty members at Furman in the designated age category in the systematic analysis of their individual needs and goals, especially as their needs and goals relate to those of the university;
3. Extend the tested principles of systematic planning to the individual faculty member, thus linking individual faculty development to the overall university planning system;
4. Increase the exposure of faculty to internal and external consultants knowledgeable in faculty development topics such as long-range career-planning, professional goals and objectives, trends and issues in higher education, management of time, and related topics;
5. Encourage faculty members in the designated age category to prepare growth plans based on the analysis of their professional needs, considering instructional, personal, and organizational strengths and needs; and
6. Build a faculty development program at Furman on the participative planning model, using the needs assessments of individual faculty members as the basis for determining the major activities of the program.

It is the conclusion of those involved--external evaluator, project director, steering committee, and faculty participants--that the objectives were substantially achieved. The tasks designed to accomplish each objective were implemented and

tested and the feedback indicates that requisite mechanisms are in place for the institutionalization of the project aims.

Unintended Outcomes

The Mellon project was designed primarily to implement and test a program of personal and professional growth for mid-career faculty members where needs assessment, measurable objectives, and growth plans were used. Happily, there were several outcomes which, though they might have been hoped for, were not included in the program objectives.

First, a greater sense of community was developed on campus. The opportunities to meet together to discuss common problems, to interact on substantive academic and professional issues in seminar and colloquia settings, and to see the commitment of the university to improving the educational experiences of students through faculty development increased faculty morale and brought the faculty closer together in the best sense of community spirit.

Second, the project enhanced the administrative skills of faculty members. Arranging itineraries for visits to other schools, planning workshops, making wise use of consultants, and managing budgets were a few of the activities that helped improve the faculty's administrative skills.

Third is the increased self-assurance of faculty members. Faculty participants in their self-evaluations made statements such as: "I have greater confidence in the classroom." "I no longer feel out of touch with my major field; this provides a degree of renewed confidence." "I am more self-confident."

A fourth benefit is the value of the project for faculty members not in the mid-career category. While mid-career was identified as those faculty between the ages of thirty-five and fifty-five, the group activities, workshops, seminars, colloquia, etc., were open to all faculty regardless of age. Many of the faculty members below the age of thirty-five and above the age of fifty-five attended. Thus, the project benefits were not limited to those between the requisite age limits.

Fifth, and most important, is the value of the realization that Furman faculty can learn from themselves as well as those from off-campus. While most of the visiting consultants were very helpful, as the project progressed more and more Furman faculty members assumed leadership roles in conducting workshops and leading seminars. This development not only helped identify new talent within the faculty but gave all faculty at Furman a greater sense of appreciation for each other.

Dissemination

The project proposal called for a multi-phased dissemination strategy consisting of newsletters, presentations at professional meetings, publication of appropriate articles, visits to other institutions upon their request, and an invitational conference to be held on the Furman campus. Nine newsletters ("And Gladly Teach") were prepared and distributed (September 1978, December 1978, February 1979, May 1979, December 1979, March 1980, May 1980, September 1980, and January 1981). These newsletters included questions and answers about the project, announcements of project activities, summaries of project activities, as well as other campus professional growth news. The newsletters were distributed to Furman faculty and staff and to a mailing list of other colleges and individuals who expressed an interest in the work at Furman in faculty development and institutional renewal.

In addition to the newsletters, on April 18, 1979, G. Melvin Hipps and Philip C. Winstead spoke on "Faculty Development: A Planned Approach" at the 1979 National Conference on Higher Education sponsored by the American Association for Higher Education and held in Washington, D.C. Then, on October 24, 1979, Winstead and Hipps spoke on "A Targeted Approach to Faculty Development" at the 1979 Professional and Organizational Development (POD) Network Annual Conference held in Fairfield Glade, Tennessee. Finally, on October 17, 1980, Philip C. Winstead spoke on "Systematic Planning: A Way to Manage Change" at the 1980 Professional and Organizational Development (POD) Network Annual Conference in Berkeley, California.

The American Association for Higher Education presentation was subsequently published in the Spring, 1979, issue of Faculty Development & Evaluation (Volume 5, Issue 1). The Furman project in the development of mid-career faculty was also noted in the October, 1979, issue of The Forum for Liberal Education (Volume II, Number 1).

On November 18-19, 1980, Philip C. Winstead traveled to St. Paul, Minnesota, and described the Furman faculty development program to the faculty and staff of the College of Saint Catherine. On January 29-30, 1981, Dr. Winstead described the program to the Faculty Development Committee at Stetson University, Deland, Florida. On February 18-19, 1981, he reviewed the program for the Professional Development Committee at Trident Technical College, Charleston, South Carolina.

On March 10-11, 1981, Furman University hosted an invitational conference designed to acquaint other colleges and universities with the faculty development activities at Furman.* Forty-four representatives from thirty-one schools in six states participated.

The participants heard a presentation by John H. Crabtree, Academic Dean, on "Faculty Development: A Definition"; saw a slide presentation on planned change and faculty development at Furman prepared by media consultant, Carey S. Crantford; listened to a description of the Mellon project by Philip C. Winstead, Project Director, and heard presentations by various Furman University faculty concerning Mellon project activities. C. Maurice Cherry, Assistant Professor of Modern Languages, talked about growth plans; Ray C. Roberts, Professor of Economics, discussed triads; Gerda P. McCahan, Professor of Psychology and Chairperson of the Faculty, spoke on group activities, and Lewis P. Stratton, Associate Professor of Biology, reviewed individual activities. Outside speakers were William C. Nelsen, President, Augustana College, Sioux Falls, South Dakota, who spoke on

*The dissemination conference for the Mellon project activities was held jointly with the dissemination of the results of another faculty development effort at Furman supported by the Lilly Endowment, Inc. This latter program was entitled, "The Scholar as Teacher: The Development of the New College Teacher."

"Faculty Development: The Current State;" and G. Melvin Hipps, former director of the Mellon project, who spoke on "Faculty Development: The Future State."

At the close of the dissemination conference, participants were asked to evaluate the program. When asked what they found of most value at the conference, the largest number mentioned the presentations by Furman faculty members reporting on the use of their grants. In their rating of the conference overall, "Excellent!" was the most used description. The participants were complimentary of the the program, the planning, the organization, and the hospitality of the conference hosts. They expressed pleasure in this type of shared, interactive process as opposed to just sharing formal project reports. A consensus was clear that the use of a conference to disseminate project results is much more effective than the single publication of a project report.

Recommendations and Future Plans

On the basis of the experiences afforded Furman University by the Mellon grant and other faculty development opportunities the following recommendations were made to and accepted by the administration:

1. That the responsibility for faculty development be located in the office of the Academic Dean.
2. That the separate programs for faculty professional growth and development currently in existence be merged into a single coordinated program.
3. That a Coordinator of Faculty Development be appointed.
4. That the Furman budget for faculty development be substantially increased, preferably in the form of endowment income.
5. That faculty development activities be viewed in the university reward structure as equally important as research and publication.

In regards to number four, Furman University recently received a challenge grant from the National Endowment for the Humanities (NEH) of which approximately $500,000 is earmarked for an endowment for faculty development for the humanities faculty. In addition

the university has allocated funds from other sources in order to support a comprehensive faculty development program for the entire faculty. Thus, Furman University is committed to continuing a formal faculty development program for mid-career as well as other faculty members. It would be fair to conclude that the Mellon grant provided a key incentive for an institution-wide concern for Furman faculty and their development.

APPENDIX A

PROJECT EVALUATION QUESTIONNAIRE, PRE-SURVEY

EVALUATION QUESTIONNAIRE

ANDREW W. MELLON FOUNDATION PROGRAM

IN

DEVELOPMENT OF MID-CAREER FACULTY

OFFICE OF INSTITUTIONAL PLANNING

AND RESEARCH

FURMAN UNIVERSITY

GREENVILLE, SOUTH CAROLINA 29613

AUGUST, 1978

Evaluation Questionnaire

Andrew W. Mellon Foundation Program

in

Development of Mid-Career Faculty

The Andrew W. Mellon Foundation Program at Furman in development of mid-career faculty is in Year I of a three-year schedule. The Office of Institutional Planning and Research and the Mellon Steering Committee request your assistance as a faculty member eligible to participate in the program in determining basic understandings, feelings, and attitudes about the project so that there will be a basis for evaluating the progress of the program. Please be assured that there will be no attempt to identify individual respondents; information will be used to develop group profiles.

Part I of the questionnaire requests personal information to allow grouping of responses according to categories of age, experience, department, and faculty rank. Part II is designed to determine your present feelings about the basic premises which were put forth in the original proposal. Part III is a series of questions designed to elicit attitudes and opinions about Furman and the current state of faculty development. Part IV provides an opportunity to check topics that are of interest to you in faculty development. Part V asks your opinion of the degree of importance you attach to the stated objectives for the project.

Part I - Personal Information

1. Years on Furman faculty:
   - 2 or less ____
   - 3 - 5 ____
   - 6 - 10 ____
   - 11 - 20 ____
   - over 20 ____

2. Years experience at all colleges:
   - Total years ____
   - Public Colleges ____ years
   - Private Colleges ____ years

3. Age:
   - 32 - 34 ____
   - 35 - 45 ____
   - 46 - 55 ____
   - 56 - 58 ____

4. Faculty rank:
   - Professor ____
   - Associate Professor ____
   - Assistant Professor ____
   - Instructor ____

5. Department: (If you feel that by identifying your department you will identify yourself, please omit.)

Art	____	History	____
Biology	____	Mathematics	____
Chemistry	____	Military Science	____
Classical Lang.	____	Modern Foreign Lang.	____
Computer Science	____	Music	____
Drama	____	Philosophy	____
Econ. & Bus. Adm.	____	Physics	____
Education	____	Political Science	____
English	____	Psychology	____
Geology/Geography	____	Religion	____
Health & Phys. Ed.	____	Sociology	____
		Library	____

6. Did you conduct a formal planning activity as a part of the Kellogg Foundation sponsored program in faculty development in academic planning?

   Yes ____ No ____

Part II - Basic Premises

Please indicate the extent to which you are currently in agreement or disagreement with each of the following statements by placing an X in the appropriate circle. If you have qualifications, reservations, or questions regarding a statement, write in the space for Comments. These statements represent the underlying concepts stressed in the grant proposal to the Andrew W. Mellon Foundation.

Basic Premises	Agree Strongly	Agree	No Opinion	Disagree	Disagree Strongly	Comments
1. A systematic approach to planning and implementing a program of personal and professional growth for faculty members is necessary to assure appropriate faculty development.	0	0	0	0	0	
2. Furman faculty members face problems similar to those of other institutions in regard to the status, attitudes, and development of faculty members.	0	0	0	0	0	
3. The traditional faculty development approach of support for sabbaticals, research, and travel to professional meetings places more emphasis on individual needs and goals (as perceived by the individual faculty member) than on those of the institution.	0	0	0	0	0	
4. The faculty development approach during the last decade of concentrating on teaching skills through workshops and seminars places more emphasis on individual needs and goals than on those of the institution.	0	0	0	0	0	
5. The approaches to faculty development used at Furman have not in the past been based on systematic analyses of both the immediate and the long-range needs of individual faculty members.	0	0	0	0	0	
6. The approaches to faculty development used at Furman have demonstrated external rather than internal motivation (e.g., foundation grant support).	0	0	0	0	0	
7. Since the institution, through its administration, supports traditional activities such as sabbaticals and attendance at professional meetings, faculty have come to view these, not for their intrinsic value to them personally, but as a means to assure their upward mobility in rank and salary.	0	0	0	0	0	
8 Faculty development has been viewed as an individualistic enterprise unrelated or only tangentially related to institutional goals.	0	0	0	0	0	
9. It is now appropriate to try to engage a significant number of faculty members in the process of self-analysis in order to establish a clear and rational approach to their individual professional development.	0	0	0	0	0	
10. While more and more demands are being made upon faculty to improve the quality of their instruction, the resources available to them at Furman, in terms of personnel, equipment, and support for professional development, are steadily contracting.	0	0	0	0	0	
11. The efforts of the Mellon Program should not replace any of the faculty development programs being operated by the university but should complement them.	0	0	0	0	0	

Basic Premises	Agree Strongly	Agree	No Opinion	Disagree	Disagree Strongly	Comments
12. The faculty members most in need of personal and professional renewal at Furman are those between the ages of thirty-five and fifty-five.	0	0	0	0	0	
13. Faculty members should assume individual responsibility for short-term and long-term career planning.	0	0	0	0	0	
14. Faculty development activities should entail quality planning on the part of the participating faculty members.	0	0	0	0	0	
15. Priority in faculty development should be given those activities demonstrating an appropriate balance among individual, departmental, and institutional goals.	0	0	0	0	0	

Part III - Climate

The following seeks to evaluate your perception of certain characteristics of the Furman University climate for faculty development, especially development of mid-career faculty. Use space at right for comments.

Characteristics	Agree Strongly	Agree	No Opinion	Disagree	Disagree Strongly	Comments
1. Faculty members at Furman currently have ample opportunity for personal and professional development.	0	0	0	0	0	
2. Present techniques (e.g. sabbaticals, workshops) are adequate in providing effective faculty development.	0	0	0	0	0	
3. There is a definite need at Furman for systematic planning of faculty development.	0	0	0	0	0	
4. Faculty are generally very serious and purposeful about their work at Furman.	0	0	0	0	0	
5. In spite of the current efforts in faculty development there are times I feel I could make a greater contribution to the university and my department if I could participate in a systematic program of personal and professional growth.	0	0	0	0	0	
6. Some faculty members at Furman are active in experimenting with new methods of teaching, new courses, and other innovations.	0	0	0	0	0	
7. Because of the pressures of other commitments, many faculty members are unable to participate in faculty development programs.	0	0	0	0	0	
8. An adequate number of seminars and colloquia are held at Furman in which a visiting scholar discusses his ideas or research findings.	0	0	0	0	0	
9. There is a general willingness at Furman to experiment with innovations that have shown promise at other institutions.	0	0	0	0	0	
10. Although they may criticize certain practices, most faculty seem to be very loyal to Furman.	0	0	0	0	0	

Characteristics	Agree Strongly	Agree	No Opinion	Disagree	Disagree Strongly	Comments
11. There is a strong sense of community, a feeling of shared interests and purposes among the faculty at Furman.	0	0	0	0	0	
12. In general, faculty morale is high at Furman.	0	0	0	0	0	
13. There is an air of complacency among many of the faculty, a general feeling that most things at Furman are all right as they are.	0	0	0	0	0	
14. Doing short-term career planning is a high priority activity for many Furman faculty members.	0	0	0	0	0	
15. Doing long-term career planning is a high priority activity for many Furman faculty.	0	0	0	0	0	

Part IV - Possible Topics

The following is designed to determine your interest concerning various topics suggested in the Mellon proposal as possible project areas of interest.

Topics	Very Interested	Moderately Interested	Reluctant	Not Interested	Comments
1. Development of skill in a variety of teaching modes.	0	0	0	0	
2. Experimentation with peer evaluation of instruction.	0	0	0	0	
3. Methods dealing with diversity of needs, interests, and abilities of students.	0	0	0	0	
4. Matching teaching and learning modes.	0	0	0	0	
5. Developing skills in academic advising.	0	0	0	0	
6. Experimentation with team teaching and interdisciplinary courses.	0	0	0	0	
7. Incorporating career applications into the curriculum and the advising process.	0	0	0	0	
8. Developing meaningful experiential learning activities.	0	0	0	0	
9. Incorporating certain basic skills (communication, research, logical thinking, critical thinking, etc.) into all courses.	0	0	0	0	
10. Determining ways of dealing not only with cognitive knowledge but also affective learning—values, attitudes.	0	0	0	0	
11. Methods of achieving a feeling of community among students, faculty, and administration.	0	0	0	0	
12. Ways of using student evaluation to improve instruction.	0	0	0	0	
13. Ways of managing conflict.	0	0	0	0	
14. Being an effective teacher-manager.	0	0	0	0	
15. Long-range curriculum development.	0	0	0	0	

Part V - Program Objectives

Following are the stated objectives of the Furman development of mid-career faculty program. Please indicate on a one to five scale, with one being low and five being high, your opinion of the importance of each objective. (The number 1 indicates little or no importance, number 2 some importance, number 3 average importance, number 4 high importance, and number 5 great importance.)

Objectives	Importance	Comments
1. Develop and implement at Furman an ongoing institutional program of personal and professional growth for mid-career faculty members, that is, those ranging in age from thirty-five through fifty-five.	1 2 3 4 5	
2. Involve the faculty members at Furman in the designated age category in the systematic analysis of their individual needs and goals, especially as their needs and goals relate to those of the university.	1 2 3 4 5	
3. Extend the tested principles of systematic planning to the individual faculty member, thus linking individual faculty development to the overall management planning system developed and tested at Furman.	1 2 3 4 5	
4. Increase the exposure of faculty to internal and external consultants knowledgeable in faculty development topics such as long-range career-planning, professional goals and objectives, trends and issues in higher education, management of time, and related topics.	1 2 3 4 5	
5. Encourage faculty members in the designated age category to prepare growth plans based on the analysis of their professional needs, considering instructional, personal, and organizational strengths and needs.	1 2 3 4 5	
6. Build a faculty development program at Furman on the participative management planning model, using the needs assessments of individual faculty members as the basis for determining the major activities of the program.	1 2 3 4 5	

Finally, in the space remaining, please make any comments you like concerning the current status of faculty development at Furman and/or the Andrew W. Mellon Foundation program in development of mid-career faculty.

APPENDIX B

PROJECT EVALUATION QUESTIONNAIRE, POST-SURVEY

EVALUATION QUESTIONNAIRE

ANDREW W. MELLON FOUNDATION PROGRAM

IN

DEVELOPMENT OF MID-CAREER FACULTY

OFFICE OF INSTITUTIONAL PLANNING

AND RESEARCH

FURMAN UNIVERSITY

GREENVILLE, SOUTH CAROLINA 29613

FEBRUARY 1981

Final Evaluation Questionnaire

Andrew W. Mellon Foundation Program

in

Development of Mid-Career Faculty

The Andrew W. Mellon Foundation program at Furman in development of mid-career faculty is near the end of its three-year schedule. The Office of Institutional Planning and Research and the Mellon Steering Committee request your assistance in helping to evaluate the accomplishments of the project. We will be using the information received from the survey we distributed to you in August, 1978, as a baseline by which to judge change and impact of the project. Please be assured that there will be no attempt to identify individual respondents; responses will be used to develop group profiles.

Part I of the questionnaire requests personal information to allow grouping of responses according to categories of age, experience, department and faculty rank. Part II is designed to determine your present feelings about the basic premises which were in the original proposal. Part III seeks to evaluate your current perception of characteristics of climate for faculty development at Furman. Part IV asks for opinions about the worthwhileness of certain project related activities. Part V seeks to determine the overall impression of the project, the way it has been conducted and its impact upon mid-career faculty and the institution.

Part I - Personal Information

1. Years on Furman faculty:
   - 2 or less ____
   - 3 - 5 ____
   - 6 - 10 ____
   - 11 - 20 ____
   - over 20 ____

2. Years experience at all colleges:
   - Total years ____
   - Public Colleges ____ years
   - Private Colleges ____ years

3. Age:
   - 32 - 34 ____
   - 35 - 45 ____
   - 46 - 55 ____
   - 56 - 58 ____

4. Faculty rank:
   - Professor ____
   - Associate Professor ____
   - Assistant Professor ____
   - Instructor ____

5. Department: (If you feel that by identifying your department you will identify yourself, please omit.)

Art	____	Mathematics	____
Biology	____	Military Science	____
Chemistry	____	Modern Lang./Classics	____
Computer Science	____	Music	____
Drama	____	Philosophy	____
Econ. & Bus. Adm.	____	Physics	____
Education	____	Political Science	____
English	____	Psychology	____
Geology/Geography	____	Religion	____
Health & Phys. Ed.	____	Sociology	____
History	____	Library	____

6. Did you have an individual project funded by the Mellon grant?
   Yes ____ No ____

Part II - Basic Premises

Please indicate the extent to which you are currently in agreement or disagreement with each of the following statements by placing an X in the appropriate circle. If you have qualifications, reservations, or questions regarding a statement, write in the space for Comments. These statements represent the underlying concepts stressed in the grant proposal to the Andrew W. Mellon Foundation and in the implementation of the grant.

Basic Premises	Agree Strongly	Agree	No Opinion	Disagree	Disagree Strongly	Comments
1. A systematic approach to planning and implementing a program of personal and professional growth for faculty members is necessary to assure appropriate faculty development.	0	0	0	0	0	
2. Furman faculty members face problems similar to those of other institutions in regard to the status, attitudes, and development of faculty members.	0	0	0	0	0	
3. The traditional faculty development approach of support for sabbaticals, research, and travel to professional meetings places more emphasis on individual needs and goals (as perceived by the individual faculty member) than on those of the institution.	0	0	0	0	0	
4. The faculty development approach during the last decade of concentrating on teaching skills through workshops and seminars places more emphasis on individual needs and goals than on those of the institution.	0	0	0	0	0	
5. The approaches to faculty development used at Furman have demonstrated external rather than internal motivation (e.g., foundation grant support).	0	0	0	0	0	
6. Faculty development is viewed as an individualistic enterprise unrelated or only tangentially related to institutional goals.	0	0	0	0	0	
7. It is appropriate to try to engage a significant number of faculty members in the process of self-analysis in order to establish a clear and rational approach to their individual professional development.	0	0	0	0	0	
8. While more and more demands are being made upon faculty to improve the quality of their instruction, the resources available to them at Furman, in terms of personnel, equipment, and support for professional development, are steadily contracting.	0	0	0	0	0	
9. The efforts of the Mellon program should not replace any of the faculty development programs being operated by the university but should complement them.	0	0	0	0	0	
10. Faculty members should assume individual responsibility for short-term and long-term career planning.	0	0	0	0	0	
11. Faculty development activities should entail quality planning on the part of the participating faculty members.	0	0	0	0	0	
12. Priority in faculty development should be given those activities demonstrating an appropriate balance among individual, departmental, and institutional goals.	0	0	0	0	0	

Part III - Climate

The following seeks to evaluate your perception of certain characteristics of the Furman University climate for faculty development, especially development of mid-career faculty. Use space at right for comments.

Characteristics	Agree Strongly	Agree	No Opinion	Disagree	Disagree Strongly	Comments
1. Faculty members at Furman currently (with Mellon project) have ample opportunity for personal and professional development.	0	0	0	0	0	
2. Techniques available before the Mellon grant (e.g. sabbaticals, workshops) are adequate in providing effective faculty development.	0	0	0	0	0	
3. There is a definite need at Furman for systematic planning of faculty development.	0	0	0	0	0	
4. Faculty are generally very serious and purposeful about their work at Furman.	0	0	0	0	0	
5. Some faculty members at Furman are active in experimenting with new methods of teaching, new courses, and other innovations.	0	0	0	0	0	
6. Because of the pressures of other commitments, many faculty members are unable to participate in faculty development programs.	0	0	0	0	0	
7. The Mellon grant allowed an adequate number of seminars and colloquia to be held at Furman in which a visiting scholar discussed his ideas or research findings.	0	0	0	0	0	
8. There is a general willingness at Furman to experiment with innovations that have shown promise at other institutions.	0	0	0	0	0	
9. There is a strong sense of community, a feeling of shared interests and purposes among the faculty at Furman.	0	0	0	0	0	
10. In general, faculty morale is high at Furman.	0	0	0	0	0	
11. There is an air of complacency among many of the faculty, a general feeling that most things at Furman are all right as they are.	0	0	0	0	0	
12. Doing career planning is a high priority activity for many Furman faculty members.	0	0	0	0	0	

Part IV - Value of Project Related Activities

The following activities have been part of the project for development of mid-career faculty. Please indicate on a one-to-five scale, with one being low and five being high, your opinion of the worthwhileness of each activity. Circle the appropriate number. (The number 1 indicates of no importance, number 2 low importance, number 3 medium importance, number 4 high importance, and 5 essential. If you did not participate and have no basis for rating, mark that column with an X.)

Activities	Rating	No Basis for Rating	Comments
1. General overview to the Mellon program (G. Melvin Hipps), April 3, 1978.	1 2 3 4 5	0	
2. General overview to the Mellon program (G. Melvin Hipps), April 12, 1978.	1 2 3 4 5	0	
3. Seminar: Problems Mellon project might address, mid-career as a stage of adult development, an example of a professional growth plan, and project questions and answers (John E. Johns, Gerda P. McCahan, Edgar V. McKnight, and G. Melvin Hipps), May 22, 1978.	1 2 3 4 5	0	
4. Preparing growth plans (Paul L. Redditt, Otterbein College), July 10, 1978.	1 2 3 4 5	0	
5. Preparing growth plans (Richard F. Gross, Gordon College), July 13, 1978.	1 2 3 4 5	0	
6. Adult development (James C. Edwards and Harold L. Hodgkinson, National Training Laboratories Institute), August 7, 1978.	1 2 3 4 5	0	
7. Teaching the marginal student (James T. Stewart, Paul H. Anderson, C. Thomas Cloer, Hazel W. Harris, Albert B. Somers, James H. Smart, Ann W. Sharp, James P. Mahaffey, W. Hamp Sherard, Charles C. Cort, Thomas A. Wall, James M. Pitts, Harry B. Shucker, L. D. Johnson, and Gerda P. McCahan), September 11-12, 1978.	1 2 3 4 5	0	
8. Computer workshop on statistical packages for the social sciences (E. James Runde), December 11-12, 1978.	1 2 3 4 5	0	
9. Computer workshop on statistical packages for the social sciences (E. James Runde), March 1-2, 1979.	1 2 3 4 5	0	
10. Introduction to computers (T. Ray Nanney), Spring, 1979.	1 2 3 4 5	0	
11. Computer programming (T. Ray Nanney), June 4-8, 1979.	1 2 3 4 5	0	
12. Mentoring (Gerda P. McCahan; Harold L. Hodgkinson, National Training Laboratories Institute; and R. Judson Carlberg, Gordon College), September 10, 1979.	1 2 3 4 5	0	
13. Proposal writing (Max G. Smith and Julia M. Jacobsen, Association for Affiliated College and University Offices), February 6, 1980.	1 2 3 4 5	0	
14. Legal issues in higher education (Hilda F. Owens, University of South Carolina), February 11, 1980.	1 2 3 4 5	0	
15. Introduction to computers (T. Ray Nanney), Spring, 1980.	1 2 3 4 5	0	

Activities	Rating	No Basis for Rating	Comments
16. Evaluation and testing (Charles L. Brewer and Ohmer H. Milton, University of Tennessee), April 2, 1980.	1 2 3 4 5	0	
17. Helping students improve their writing (James T. Stewart, Elaine S. Nocks, Charles A. Arrington, Gilbert B. Allen, Philip L. Elliott, F. Willard Pate, Stanley J. Crowe, and William E. Rogers), April 24, 1980.	1 2 3 4 5	0	
18. Computer programming (T. Ray Nanney), June 2-6, 1980.	1 2 3 4 5	0	
19. Program evaluation (James W. Trent, University of California at Los Angeles), July 17, 1980.	1 2 3 4 5	0	
20. Managing oneself (Harold L. Hodgkinson, National Training Laboratories Institute), September 8, 1980.	1 2 3 4 5	0	
21. Introduction to computers (T. Ray Nanney), Fall, 1980.	1 2 3 4 5	0	
22. New developments in the social sciences (R. David Roe, A. Bing Somers, A. Ruth Reid, John C. Green, Alan G. Hill, and Gerda P. McCahan), October 9, 1980.	1 2 3 4 5	0	
23. New developments in the humanities (C. Maurice Cherry, James T. Stewart, William E. Leverette, William R. Yoder, John C. Shelley, and John H. Crabtree), October 14, 1980.	1 2 3 4 5	0	
24. New developments in the fine arts, military science and the library (Richard O. Sorensen, Philip G. Hill, S. Milburn Price, James W. Morris, Rachel S. Martin, and John H. Crabtree), October 21, 1980.	1 2 3 4 5	0	
25. New developments in the sciences (John M. Garahan, James M. Bell, Frank C. Taylor, Charles L. Brewer, Charles A. Arrington, Robert W. Kelly, and John H. Crabtree), October 28, 1980.	1 2 3 4 5	0	
26. Test construction (Hazel W. Harris), November 6, 1980.	1 2 3 4 5	0	
27. Crisis counseling (Stephen G. Jennings and Fred M. Newton, Kansas State University), November 20, 1980.	1 2 3 4 5	0	
28. Religious fundamentalism (Robert W. Crapps, James L. Guth, and Edgar V. McKnight), December 2, 1980.	1 2 3 4 5	0	

Part V - Overall Effectiveness

A. Please respond to the following in terms of your overall impression of the program in development of mid-career faculty. Take into account the way the project has been conducted, the usefulness of the information and activities, and the impact of the program. Place an X in the circle at the point between each pair of items that reflects your impression. The most positive statement you could make regarding any item would be that you "strongly agree" with the word in the extreme left column. The most negative statement you could make regarding any item would be that you "strongly agree" with the word in the extreme right column. You may express your neutrality on any pair of items by marking "no opinion." Record any additional reactions in the space at right for comments.

Overall Impressions	Agree Strongly	Agree	Agree Slightly	No Opinion	Disagree Slightly	Disagree	Disagree Strongly		Comments
1. Clear	0	0	0	0	0	0	0	Confusing	
2. Measurable	0	0	0	0	0	0	0	Not measurable	
3. Practical	0	0	0	0	0	0	0	Impractical	
4. Useful	0	0	0	0	0	0	0	Useless	
5. Simple	0	0	0	0	0	0	0	Complicated	
6. Realistic	0	0	0	0	0	0	0	Unrealistic	
7. Relevant	0	0	0	0	0	0	0	Not Relevant	
8. Attainable	0	0	0	0	0	0	0	Unattainable	
9. Challenging	0	0	0	0	0	0	0	Routine	
10. Personally important	0	0	0	0	0	0	0	Personally unimportant	
11. Important to my work	0	0	0	0	0	0	0	Unimportant to my work	

B. Following are the stated objectives of the program in development of mid-career faculty. Please indicate on a one-to-five scale, with one being low and five being high, your opinion of the extent to which each objective has been accomplished. (The number 1 indicates little or no accomplishment, number 2 some accomplishment, number 3 average accomplishment, number 4 high accomplishment, and number 5 great accomplishment. If you have no basis for responding, mark that column with an X.)

Objectives	Accomplishment Level	No Basis for Responding	Comments
1. Develop and implement at Furman an ongoing institutional program of personal and professional growth for mid-career faculty members, that is, those ranging in age from thirty-five through fifty-five.	1 2 3 4 5	0	
2. Involve the faculty members at Furman in the designated age category in the systematic analysis of their individual needs and goals, especially as their needs and goals relate to those of the university.	1 2 3 4 5	0	
3. Extend the tested principles of systematic planning to the individual faculty member, thus linking individual faculty development to the overall management planning system developed and tested at Furman.	1 2 3 4 5	0	
4. Increase the exposure of faculty to internal and external consultants knowledgeable in faculty development topics such as long-range career-planning, professional goals and objectives, trends and issues in higher education, management of time, and related topics.	1 2 3 4 5	0	
5. Encourage faculty members in the designated age category to prepare growth plans based on the analysis of their professional needs, considering instructional, personal, and organizational strengths and needs.	1 2 3 4 5	0	
6. Build a faculty development program at Furman on the participative management planning model, using the needs assessments of individual faculty members as the basis for determining the major activities of the program.	1 2 3 4 5	0	

C. Finally, if you have additional opinions about the project, either about past activities or suggestions for faculty development in the future, use the remaining space to comment.

APPENDIX C

NEWSLETTERS, "AND GLADLY TEACH"

SEPTEMBER 1978
NUMBER 1

In the Prologue to the *Canterbury Tales,* Geoffrey Chaucer concludes the description of the Clerk of Oxford with the line "And gladly would he learn and gladly teach." A more pertinent and succinct definition of the vocation of the teacher would be difficult to find. The omission of the first part of the definition from the masthead of this newsletter is not to elevate teaching over learning. The conjunction and is supposed to indicate that learning must precede teaching. And one hopes both are carried on in a spirit of gladness. This line from Chaucer thus provides not only the title but also the theme of this faculty development newsletter to be published from time to time during the period of the projects sponsored by the Andrew W. Mellon Foundation and the Lilly Endowment, Inc.

OFFICE FOR FACULTY DEVELOPMENT

Melvin Hipps, professor of education, has been appointed to the temporary position of coordinator of programs for faculty development. His primary responsibilities will be to coordinate the activities to be sponsored by the grants from the Mellon Foundation and the Lilly Endowment. His office is located on the third floor of the Duke Library. He is acquiring a collection of books, journals, and newsletters concerned with professional growth of faculty. Faculty members are cordially invited to check out any of these materials. Mrs. LaRue Bishop, formerly secretary to Dr. Stuart Patterson, will serve as secretary in the faculty development office. The telephone extension is 3075.

THE MELLON PROJECT

In October, 1977, Furman received $200,000 from the Andrew W. Mellon Foundation to support a three-year project entitled "The Development of Mid-Career Faculty: A Systematic Approach." The purpose of the project is to give mid-career faculty members an opportunity to plan the next five years of their careers in some detail and to make it possible for them to implement some of the activities planned. The model for the planning process is the management planning system which has been in existence at the university since the early seventies. Since April 1, 1978, when the project began, there have been several seminars and workshops designed to orient faculty members to the purposes and opportunities of the program. The following questions about the project have been frequently asked. Perhaps the questions and the answers given will provide the Furman community with further information about this project.

Q. Who is eligible to participate in the Mellon project?
A. Anyone who will be in the age range 35 - 55 anytime between September 1, 1977, and May 31, 1978.

Q. What is the time period of the grant?
A. April 1, 1978 - March 31, 1981.

Q. How will the project be managed?
A. Policy and program decisions, within the framework of the proposal accepted by the Foundation, will be made by a steering committee composed of the following persons: Jim Edwards and Edgar McKnight from the Humanities Division, Rhett Bryson and Dick Maag from the Fine Arts Division, John Snyder and Noel Kane-Maguire from the Division of Science and Mathematics, Elaine Nocks and Ray Roberts from the Social Sciences Division and John Crabtree and Frank Bonner from the administration. Phil Winstead, who is in charge of the internal evaluation of the project, is the secretary of the steering committee. Melvin Hipps, coordinator of programs for faculty development, is the chairman; and Max Smith, director of foundation and government relations, is a resource person to the committee.

Q. How was the steering committee selected?
A. By President Johns.

Q. What must faculty members do to participate?

A. On September 1, 1978, those who will participate in the project submitted a five-year professional growth plan which was supposed to contain the following items:

1. An analysis of professional needs
2. A list of objectives for the next five years
3. An explanation of the relationship of those objectives to a departmental or university SWOTs analysis
4. An explanation of the relationship of the objectives to the learning experiences of students
5. A list of suggested activities for meeting the objectives.

Q. What will happen as a result of these plans?

A. The steering committee will study the plans, determine which of the objectives can be met by group activities (such as workshops on a particular teaching technique), and determine which individual activities might be supported by project funds. For those activities deemed worthy of support, faculty members will be asked to submit proposals which will include a specific description of the activity, a budget, a time-table, etc. The proposals will be reviewed by a three-person committee chosen by the faculty member and by the steering committee. The steering committee will then determine which activities are to be supported and at what funding level.

Q. Isn't this a lot of work with little guarantee of getting funding?

A. Whether or not it is a lot of work depends on one's own definition of "a lot of work." It is true that there is no guarantee of funding, but no funding group, including our own Professional Research and Growth Committee, guarantees funding of proposals. However, the money, what there is, is there for those willing to do what is required to get it.

Q. When is it likely that activities will be funded?

A. Probably not before the winter term, 1979.

Q. How much money is available?

A. $62,950 for individual activities and $62,950 for group activities. The remainder of the $200,000 is earmarked for program administration and evaluation. The evaluation is of course mandated by the Mellon Foundation and must be fairly extensive. The interest on the $200,000 (about $6,000 to date) will be used to support faculty activities. If at a later date it seems appropriate to ask the Foundation to allow us to shift funds from group to individual activities, we will do so.

Q. Why must individuals relate their professional goals and objectives to those of the institution?

A. One of the assumptions of this project is that in the future, funds for professional growth will be limited. Thus, those that will be funded are those which are more closely aligned with the needs of the institution Actually, considering the scope of the needs of the university and the various departments, it would be difficult to imagine a legitimate professional goal which would not relate in some way to a University or departmental objective.

Q. Can a faculty member seek to combine activities in this project with those during sabbaticals and those which receive support from other sources, such as the Research and Professional Growth Committee?

A. Yes, as long as it is clear to all groups the activities that are a part of each proposal and the amount of support coming from all sources.

Q. Why do faculty have to plan for five years when the project lasts only three years?

A. One of the purposes of the project is to test the value of long-range career planning. Naturally, events may occur, indeed will most likely occur, that will necessitate changing plans. The purpose of planning is to give direction, not to commit oneself irrevocably to a particular course of action.

Q. Is there any limitation on the amount of money faculty members may request and be granted?

A. Technically, no. But while there will be no attempt to distribute the funds equally among those who participate, obviously no one should expect to receive an extravagant percentage of the funds available.

Q. Is it possible for departments and/or committees to participate in the project?

A. Yes. However, this is a project designed to meet the professional needs of individuals. Thus, individuals will write professional growth plans. If several members of a department or a committee state similar needs which might be met through group activities, it is possible the steering committee will permit the department or the committee to receive funds for a group activity. If several members of a department want to become better equipped to deal with marginal students, then workshops may be planned for them on this topic. If several want assistance in a certain instructional technique or in curriculum revision for above average students, or whatever, than group projects may be planned for these purposes.

However, individuals will still be responsible for making proposals. Individuals shouldn't necessarily feel coerced into requesting assistance in areas where they don't need or want help.

Q. What kinds of activities are likely to be supported?
A. Any activity resulting in a faculty member's professional growth is potentially supportable. When the project was originally announced, the erroneous impression was given that no traditional activities (travel to professional meetings, research, released time for planning, etc.) would be supported.

Q. Will some activities have priority over others?
A. Those activities which are most clearly related to pressing needs of a department or of the university will doubtless be given priority.

Q. Will it be possible to "get into" the project at a later date if one didn't submit a professional growth plan on September 1?
A. Yes, if all the project funds are not expended on activities proposed in the growth plans submitted by the deadline.

Q. Must one be involved in project activities for the entire three-year period?
A. No. The planning must cover the entire period, but individual activities could begin and end at any time during the three years.

THE LILLY PROJECT

On April 28, 1978, Furman received notification of a grant of $118,983 from the Lilly Endowment, Inc., to fund a three-year project entitled "The Scholar as Teacher: The Development of the New Faculty Member." Furman will contribute $59,737 to this project.

The major responsibility for the activities of this project will be shared by the members of the steering committee who were chosen by a committee of students, faculty, and administrators. The steering committee members are Frank Powell (Health and Physical Education), Dick Maag (Music), Hazel Harris (Education), and Tony Arrington (Chemistry). They were chosen on the basis of their demonstrated competence as teachers, their interest in further developing their skills as teachers, and their willingness and ability to work as consultants to their colleagues on the faculty. Their primary responsibility will be to plan and present a series of seminars and workshops on issues and trends in higher education, on the nature of the Christian liberal arts college, and on particular teaching techniques and strategies.

During the second and third years of the project, two additional activities will be initiated. One is a program in which four experienced teachers and four relatively new teachers (those in their first five years of college teaching) will have the opportunity to work on some projects or activities related to teaching and learning. Each person chosen to work in this program will be given released time from the course. The other activity is essentially a mini-grant project. During each of the last two years, four new faculty members will have the opportunity to propose a project designed to improve instruction. Each project can be funded at a level of $1,000. The steering committee will announce the guidelines for each of these activities and will select participants from the proposals submitted.

While the major purpose of this project is to enhance the teaching skills of new faculty members, all members of the faculty will be invited to participate in most of the project activities.

FIVE FACULTY CHOSEN TO STEER LILLY PROJECT

The five faculty members selected to steer the Lilly Project will have more than the usual responsibilities of steering committees. Frank Powell, Jim Edwards, Hazel Harris, Tony Arrington, and Dick Maag spent a great deal of time during this summer reading about trends and issues in college teaching. This activity was the beginning of their quest to become in-house consultants on teaching and learning. During the 1978-79 session, they will devote half-time to the Lilly project, planning workshops and seminars for faculty members. They will continue their activity during the second and third years of the project, and during this time they will oversee the mentor-novice teacher program and the mini-grant program for new faculty.

Recently, these five faculty members were asked to explain what they thought the greatest benefit would be to them in their role in the Lilly Project and to share something of their styles of teaching. Although they were interviewed individually, their responses demonstrate marked similarities in their values as teachers.

Jim Edwards, a 1965 graduate of Furman who went to the University of Chicago for a master's degree and to the University of North Carolina for his doctoral work, has been teaching philosophy at Furman since 1970. In describing his interests in the project and his approach to teaching, he made the following observations:

> I am interested in the self-images that guide teachers; to put it in Jungian terms, I want to investigate the archetypes that determine the perceptions, activities, enthusiasms, and fears of teachers. My participation in the Lilly project gives me the opportunity to pursue this investigation in conversation with others interested in improving teaching.
>
> In Joseph Axelrod's useful terms, I aim to be an evocative teacher rather than a didactic one. Since philosophy is an activity, not a body of doctrine, I am a failure if my students don't do some philosophy. They must lock horns with Descartes, not just learn the lineaments of his metaphysical account. Socrates had a good image: he was the midwife for the ideas of his friends. Now, that's evocative teaching! I suppose I'm haunted by the figure of Socrates.

While Dick Maag may not be "haunted" by the figure of Socrates, he says,

> I am devoted to the "Socratic Method" or sometimes simply called the question and answer method. A teacher cannot really teach a student; only a student can teach himself. But a teacher can structure a course so the student can teach himself. In doing this it is helpful to find out what is already in the student's thought so that he can be directed, challenged, and instructed in the right direction.

Dick expressed his interest in the Lilly project in the following manner:

> Alfred North Whitehead, an American educator, once wrote a book entitled *The Art of Teaching*. The title of this book has always had special significance for me because I like to think that teaching is an art and as an artist one must always continue to grow and expand. Any avenue that helps a teacher become a better "artist" —teacher is a worthwhile project.

Born in the midwest and educated there and in the southwest (B.M., University of Kansas; M.M. and D.M.A., University of Texas), Dick has been teaching music (strings, theory, music education) at Furman since 1964.

The newest member of the faculty on the Lilly Steering Committee is Frank Powell, who has been on the staff in the Department of Health and Physical Education since 1974. A native of Louisville, Kentucky, Frank received his degrees from Georgetown College (B.S.), the University of North Carolina (M.A.), and Florida State University (Ph.D.). In reflecting upon his teaching and Furman and his work with the project, he said:

> Furman is a small school, yet there is still limited opportunity to share ideas with faculty of other disciplines. A major benefit of my Lilly project involvement will be the close contact and interchange I will have with other members of our competent faculty. I've realized that a whole lot of teaching goes a very little way in bringing about significant change in the students I teach. Rather than become disheartened, I strive to work towards a few specific goals to insure that my students gain a little bit of meaning rather than a whole lot of nothing. Much of the information communicated in a classroom setting occurs through non-verbal modes. It is important for a teacher to project an image of confidence, understanding, empathy, and patience through alert and crisp mannerisms and gestures. Dull and lifeless movements often accompany stale and monotonous presentation of content. Any student, no matter how excited about a discipline, can become disenchanted by overly predictable and repetitive teacher behaviors.

Another Furman graduate on the committee is Tony Arrington, who went from Furman to Harvard for an M.S. and a Ph.D. in chemistry and then returned to his alma mater in 1967 to teach chemistry. Tony says that he was recently jolted into the realization that he was no longer one of the new young Turks but rather "an old-timer with an off-and-on association with Furman that has covered twenty-two years." He says, "I've made lots of mistakes in my twelve years of teaching and still get nervous before the first class in the fall." He listed some "random thoughts" he has about teaching:

> I tend to be casual rather than formal in style, flexible in approach, and non-dogmatic.
> Class time should be concerned with development of reasoning and conceptual abilities than transmission of information.

In my own experience the most effective learning our students engage in is the undergraduate research program. It would be good if all courses could be conducted in a similar fashion.

A good teacher must demonstrate interest and enthusiasm for the discipline.

I teach my classes as if the student were the intellectual leaders of their communities – which they will be very shortly.

I'm still trying different methods of testing and assigning grades. I'm not satisfied that much of what I do in this regard is promoting the intellectual development of the students.

In discussing the advantages of working with the Lilly Project, Tony said:

I'm looking forward to working with the Lilly project because of its basic premise that teaching can be improved by a variety of techniques. At the same time we recognize that no single approach to the craft of teaching is necessarily more desirable or effective than other methods.

The recognition that we all need help in doing our job better is a necessary starting point in the project. The University's commitment to continuing to work with new faculty in a formal program reflects the administration's interest in improving the teaching-learning program at Furman. I hope that through the varied activities sponsored by the Lilly project we can develop an ongoing program of on-the-job training for faculty that will make our teaching more effective and rewarding.

Personally, I will have a chance to formulate some ideas about learning and teaching and will be able to examine what other people are doing at Furman and elsewhere. I hope the project is of tangible, practical value to all faculty members and that we do not get caught up in too much jargon and window dressing.

Although Hazel Harris has been a part of the Furman faculty in education since 1969, most people know her best as an administrator. As director of the summer session and coordinator of graduate studies in education, she does spend most of her time planning enticing summer workshops, counseling graduate students, and devising ways of promoting the programs she manages. However, she will not allow herself to be separated totally from her first love - teaching. A native of Raleigh, North Carolina, Hazel attended a hometown college, Meredith, for her A.B. degree, but journeyed all the way to Durham for an M.A.T. and an Ed.D. from Duke. After a few years of teaching social studies in high school, helping direct the M.A.T. program at Duke, and serving as curriculum coordinator at Spartanburg High School, she joined the Furman faculty. Like Tony, Hazel chose to list a few of her beliefs about education as a way of describing herself as a teacher. Among these beliefs are the following:

1. Teaching is an interactive process, and it is in this confrontation between teacher and pupil and subject matter (content) that a teacher's artistry comes into play.
2. The teacher is a facilitator of learning and not just a dispenser of information.
3. Students learn best when they are actively involved in learning—this includes college students!
4. All important learning does not take place within the formal setting of the school.
5. Students have different learning styles, that is, they don't all learn the same thing in the same way at the same time.
6. Both reception learning and discovery learning occupy legitimate places in the classroom.
7. Teaching is a practical art.
8. One difference in a skillful teacher and an unskillful one lies in what each perceives about his students as individual learners.
9. Education is a never-ending process; therefore, students need to be "taught" to be lifetime learners. (A reason for my enthusiasm for the Lilly Project is that the project will enable me to continue learning and growing as a teacher.)

As for her interest in the Lilly project, Hazel says:

Since most of my professional interests and experience have been in the area of curriculum development and instruction, the Lilly project with its emphasis on improving teaching will be, in effect, a three-year inservice for me – a program of "self-renewal," to use John Gardner's term. I'm also excited about the opportunities the project will provide for discussing the teaching/learning process with my colleagues throughout the university.

MELLON PROJECT ACTIVITIES – SPRING AND SUMMER, 1978

On April 3 and April 12, orientation sessions were conducted to acquaint faculty with the structure of and opportunities in the project.

A seminar and dinner meeting was held on May 22 at which President Johns spoke on problems the Mellon project might address. He stressed the following points: (1) dealing with both bright and marginal students; (2) appropriate programming in continuing education; (3) appropriate career education; (4) the future of cooperative education; and (5) articulating personal and institutional values. Gerda McCahan spoke on mid-career as a stage of adult development, drawing upon the theories of adult development of Maslow, Gould, and Levinson. Edgar McKnight presented an example of a professional growth plan which participants in the Mellon project would be expected to prepare. Melvin Hipps concluded the program by conducting a question-answer session concerning the project.

Two workshops were conducted, one on July 10 and one on July 13, to assist faculty in preparing growth plans. Consultants from colleges where growth plans or growth contracts are being used made presentations on their programs. The first was Dr. Paul Redditt, professor of religion at Otterbein College and Dr. Richard Gross, president of Gordon College.

On August 7, there was a workshop on adult development. Jim Edwards, associate professor of philosophy, led a discussion of Daniel Levinson's book, *The Seasons of a Man's Life*. Dr. Harold Hodgkinson, executive director of the professional institute of the American Management Association spoke on the mid-career development of college faculty and administrators.

LILLY PROJECT ACTIVITIES – SUMMER, 1978

The steering committee of the Lilly project has met three times to discuss the seminars and workshops to be presented during the 1978-79 session. They have been doing extensive reading in the areas in which they will be conducting seminars and workshops. Members of the steering committee have also had three luncheons or dinner meetings with groups of new faculty members in order to explain the project and to get ideas from the new faculty about seminar and workshop topics.

MELLON PROJECT SPONSORS WORKSHOP ON MARGINAL STUDENTS

On September 11-12, the Mellon Project sponsored a workshop dealing with one issue identified by President Johns as one which the Mellon Project might address - teaching the marginal student. In the first general session, Jim Stewart gave the keynote address entitled "The Problems in Teaching the Marginal Student: A Perspective." Associate Dean Paul Anderson presented a description of the 1978 freshman class; and Tom Cloer, director of special services, addressed the question "Who is the Marginal Student?"

Three workshops were presented during the morning session on the 11th and repeated in the afternoon. Hazel Harris and Bing Somers led a workshop designed to present some ideas on dealing with wide ranges of ability in the same class. Jim Smart and Ann Sharp gave suggestions about helping marginal students write a paper, take an examination, and read an assignment. Jim Mahaffey and Tom Cloer explained how every professor is (or should be) a reading teacher.

The second day's session was devoted to the learning environment and the support services for marginal students. The following faculty and staff members described the services for marginal students provided by their offices: Tom Cloer (Special Services), Hamp Sherard (Math LRC), Charles Cort (Student Development), Tom Wall (Athletic Department), Jim Pitts (Chaplain's Office), and Paul Anderson(Associate Dean).

Harry Shucker, director of residential living, described the physical environment for learning at Furman; and L. D. Johnson presented his ideas about the moral and spiritual environment. The workshop was concluded by a luncheon address by Gerda McCahan who outlined some suggestions for helping marginal students deal with stress.

LILLY PROJECT TO SPONSOR A PANEL DISCUSSION

On Monday, September 25, at 3:00 p.m. in lecture room 1 of the classroom building, there will be a panel discussion on the topic "Verifying the Old Verities: Furman's Role as a Christian Liberal Arts College." The panel will be composed of Dean John Crabtree; L. D. Johnson, University Chaplain; Charles Brewer,

professor of psychology; and Lizanne Thomas, president of the Association of Furman Students. This program is being presented under the auspices of the Lilly Project. It is designed especially for "new" faculty (that is, those in their first five years at Furman), but all faculty are cordially invited to attend. Refreshments will be served before the program.

This program is the first in a series to be sponsored by the Lilly Project. Throughout this and the second and third years of the project, the Steering Committee will conduct seminars on trends and issues in higher education, workshops on particular teaching techniques, and colloquia on the nature of liberal learning and Christian education. A schedule of fall programs will be announced in the next issue of this newsletter.

EXTERNAL EVALUATOR CHOSEN

Dr. Jerry Gaff, author of the widely acclaimed book on faculty development entitled *Toward Faculty Renewal* (Jossey-Bass, 1975), has agreed to serve as external evaluator for both the Mellon and Lilly projects. Gaff has just concluded a project involving sixteen colleges and universities in the southeast and the midwest. This program, which was called "Project on Institutional Renewal Through the Improvement of Teaching," was sponsored by the Society for Values in Higher Education and supported by a grant from the Fund for the Improvement of Post-Secondary Education. These two agencies have recently announced a new program to be directed by Gaff. Entitled "Project on General Education Models," this program will again involve a consortium of colleges and universities that wish to develop alternative models of general education which will be effective with a variety of institutions and students.

FURMAN RECEIVES QUILL GRANT

A $2800 grant to Furman from the Association of American College's Project QUILL (Quality in Liberal Learning) will be focused in part on faculty development. Furman's proposal for a "Humanist in the Working World" program, developed by Dr. Judy Gatlin, has three segments.

The central focus of the program is to increase faculty understanding of the relationship between liberal arts disciplines and specific careers. The grant provides funds to help develop seven summer, 1979, faculty internship positions, six to eight weeks in length, which would be open to faculty members in the departments of English, history, philosophy, religion, modern foreign languages, and the fine arts. An English professor, for example, might have an internship position as an editorial writer, an advertising copy writer, in public relations or public information. The internship would provide a real world work experience centering on a specific project assignment, but would also involve gaining an understanding of the company, interviewing both entry-level people and top management, and generally gaining a perception of the relationships of academic skills to success in the occupation.

The grant will cover expenses and faculty stipends for an orientation seminar in June, 1979, which we hope to have led by John Royston Coleman, former President of Haverford College, who has spoken at Furman in the past. At the conclusion of the summer internships there will be a reporting back session at which the summer interns will discuss with the faculty their experiences and impressions.

The final portion of the project will consist of a fall, 1979, convocation centered on "The Humanist in the Working World," which will involve members of the Alumni Association and a career advising focus in humanities classes coordinated by faculty interns and class visits by a number of young alumni who are using their major on the job. A faculty steering committee for the project will be appointed soon.

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Editor: G. Melvin Hipps, Coordinator of
Programs for Faculty Development

Furman University offers equal opportunity in its employment, admissions and educational activities in compliance with Title IX and other civil rights laws.

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NUMBER 2

LILLY STEERING COMMITTEE TO OFFER A SERIES OF SEMINARS AND WORKSHOPS

The members of the steering committee for the Lilly project have planned a series of seminars and workshops for the winter and spring terms. Hazel Harris is planning programs on three topics: "Ways of Individualizing Instruction," "Asking Questions," and "Uses of Media." Tony Arrington plans to explore two subjects: "Testing" and "Development of Reasoning - An Application of Piaget to College Teaching." "Non-verbal Communication" and "The Role of Affective Processes in Learning" are the titles of Frank Powell's presentations. Dick Maag is going to conduct a seminar entitled "Examining Learning Theories" and a seminar on "Making Outlines for Lectures." The seminar to be given by Jim Edwards is "Teaching from the Imagination: Self-Images of the Teacher"; his workshop will be one of the following: "Lecturing: Organization and Freedom," or "Lecturing: The Teacher As Actor," Melvin Hipps will conduct a workshop on "Leading Discussions." The dates and times for these programs will be announced at the beginning of the winter term. Although this series is designed primarily for new faculty members, all faculty are cordially invited and encouraged to attend.

GROWTH PLANS APPROVED BY MELLON PROJECT STEERING COMMITTEE

The steering committee for the Mellon project selected for full or substantial funding ten of the forty-one growth plans submitted by faculty in September. Those chosen were prepared by Gil Fairbanks (Biology), Jake Johnson (Economics and Business Administration), Doris Blazer (Education), Roy Lindahl (Classics), Barbara Heusel (English), Myron Kocher (Modern Foreign Languages), Ann Sharp (English), Maurice Cherry (Modern Foreign Languages), Elaine Nocks (Psychology), and Ray Roberts (Economics and Business Administration). These ten faculty members were asked to summarize their professional growth plans for the next two years. Their summaries follow:

The major aspects of my growth plan cover the development of new courses, the updating of existing courses and laboratory experiences, and the development of manuals and learning resource modules useful to biology majors and students interested in preparing for careers in health fields. Through released time I anticipate writing a manual for students interested in health career planning as well as developing some new approaches to laboratory studies in physiology courses which I teach.

By attending a National Institute of Occupational Safety and Health Program at the University of Cincinnati, I hope to be able to develop a departmental manual and learning resource modules dealing with laboratory safety. In addition I will develop a course in industrial hygiene as part of the departmental special topics course for students interested in this area where job opportunities are expanding. Because of student interest in the area of nutrition and the prerequisite of nutrition for admittance to veterinary school, I plan to spend some time at a medical center where I will study nutrition and prepare to teach such a course periodically as part of Biology 95 special topics.

———Gil Fairbanks

Strengthening my knowledge, skill, and productivity as a teacher is the purpose for which I have designed projects under the Mellon grant. Included is a three-way thrust focusing the first year on increasing my computer skills along with other quantitative areas, and also increasing specialization in my major area of industrial relations.

Later, if possible, attempts will be included to broaden my knowledge outside my academic field as well as finding additional methods to articulate personal and institutional values to the student. Also included will be an investigation of ways to innovate, especially as related to experiential approaches to teaching business courses.

Specifically, projects included this first year are as follows: (a) study for and take the examination to qualify for Accredited Personnel Specialist; (b) attend a workshop in the quantitative area sponsored by the American Institute for Decision Sciences; and (c) take a course for college credit in computer science.

---Jake Johnson

One of the major goals of my growth plan concerns the implementation of the feasibility study for the self-pacing of languages, done under a Kellogg grant, to suit departmental needs, especially those of the marginal student. Another goal is to engage in some refresher activity to prepare to resume teaching Spanish after quite some years. Several other goals concern my effectiveness as departmental coordinator, the development of an extra-curricular language program (language clubs, language table, etc.), and increased professional activity away from the campus, e.g., presentation of papers at regional and state organizations. I have planned activities for the implementation of the self-paced program in French by attendance at a summer workshop and at a fall convention of the National Association of Self-Instructional Language Programs. To perfect some necessary Spanish skills, particularly oral, I plan to attend the Spanish School of Middlebury College during a summer session. Since receiving this grant, I have submitted a paper to the South Carolina French Literature Conference.

---Myron Kocher

I plan to increase my efforts to demonstrate scholarship in Golden Age Spanish literature, romance linguistics, and modern-language-teaching methodology—my primary areas of specialization. I should also like to increase my proficiency in written and spoken Italian to a level which would enable me to teach an introductory Italian course and to investigate Hispano-Italic literary relations of the Renaissance and Golden Age periods. In addition, I hope to direct a number of long-delayed departmental projects, including the revision of our Spanish placement test, the evaluation of advanced course offerings in Spanish, experimentation with self-paced instruction, and development of a Latin-American civilization course.

To achieve these objectives, I shall attend a number of workshops and conventions which deal specifically with my literary period and with issues in foreign-language teaching—pedagogical and technological innovations, curricular experiments, and problems of articulation between secondary-school and college language programs. During the next two summers I hope to participate in two intensive Italian programs—one in the U. S. at a reputable language institute, the other in Italy. In order to accomplish a number of the departmental activities, I shall request released time.

---Maurice Cherry

The major focus of my Mellon project will be upon improving the process of selecting, training, and facilitating the entry of young teachers into the educational profession. More specifically, I'd like to explore ways in which Furman might improve its teacher preparation program by: (1) developing a field-based approach to education to help prospective majors identify what teaching as a vocation really involves; (2) broadening existing major courses to help our students develop skill in instructing children with special needs; (3) helping prospective teachers move toward greater self-awareness, understanding of others, and informed commitment to teaching as predictors/enhancers of effectiveness within their classrooms; and (4) utilizing informal support groups for our first-year graduates who take teaching positions in this immediate area.

An additional part of my project is to cooperate with other departments in identifying vocational opportunities in churches and government and community agencies for students who wish to work with children and their families outside the public schools and to develop the needed preparatory programs. These goals will, of course, necessitate my participating in coursework, conferences, institutes, and other research and study experiences to broaden my theoretical background and increase my ability to design educational experiences emphasizing effective and behavioral changes rather than the more traditional content-oriented course I have been teaching.

---Doris Blazer

I plan to broaden my knowledge and appreciation of Greek culture from antiquity through the Middle Ages down to modern times. I hope to achieve this goal through extensive reading in archeology, Byzantine history and literature, modern Greek culture (including the acquisition of the ability to use modern Greek source materials), through participation in an archeological expedition to become familiar with the organization of an expedition and to acquire some skill in the interpretation of archeological data for the understanding of Greek culture, through participation in appropriate conferences and study and/or consultation at appropriate schools. Growing out of these activities will be a broader understanding of the sweep of Greek culture, more interesting and informative classes, and an adequate background for providing study/travel programs for the Furman community and others.

---Roy E. Lindahl, Jr.

So that I am qualified to teach courses other than English 11 and 12, I plan to complete a Ph.D. program at the University of South Carolina with a major in English Literature since 1660 and a minor in English Literature to 1660. The Ph.D. degree will also prepare me to teach Humanities and Comparative Literature courses. A more immediate objective is to gain specialized knowledge in the teaching of composition so that I may become a resource person for the Freshman English program. This objective, to learn recent methods of teaching composition to students with a diversity of needs, interests, and abilities, is consistent with the University and Departmental goal, to provide a sequence of GER courses appropriate to the needs of all students to communicate effectively both in speaking and writing.

During the 1979 fall orientation week, I will offer a workshop for the English department on the teaching of composition. During the 1980 fall orientation week, I hope, with the help of the department, to implement a workshop for the faculty on methods of evaluating the style and mechanics of written composition. In addition, I will examine methods for teaching composition skills to Humanities students.

---Barbara Heusel

The major thrust of my plan is to increase my knowledge and strengther my ability in the field of labor economics and the social responsibility of business. The plan also includes objectives and activities which will improve my teaching methods. The first growth objective in my plan is to update and expand my knowledge of my primary field of study at the doctorate level, labor economics. Since labor economics is a very broad field and deals with the human resource I feel that it is desirable to increase my knowledge in this field. Of the several activities related to this objective, the primary one is to study for a brief period at a major university.

Another of my objectives is to study in the area of social responsibility of multinational businesses. This would involve visiting multinational businesses, in the United States and Europe and the headquarters of the Organization for Economic Development (OECD) and the Common Market. Also, I plan to study what these businesses have done in selected less developed countries.

The third objective included in my proposal is to learn more about the Personalized System of Instruction and to use it in additional courses. I expect to visit other colleges where PSI is used to teach economics and to attend conferences sponsored by the Center for Personalized Instruction.

---Ray C. Roberts, Jr.

The main goal of my personal growth plan is to explore new professional directions within my field of social psychology. I will try to achieve expertise in one or more sub-areas. One of the areas which I will pursue is a female leadership training. This represents both a research and an applied aspect of social psychology and will, I hope, be of practical benefit to me, to my students, and to the university. In addition, I expect to devote time to the writing of a research methodology handbook and to exploring better teaching methods with the aid of selected colleagues.

---Elaine Nocks

The support from the Mellon Project will enable me to work toward two goals. My first objective is the completion of my dissertation on the dialect representation of Johnson Jones Hooper, author of the Simon Suggs stories, Southwest humor tales populated by lower-class whites of the 1850's. To follow up this study, I hope to do some field work in dialect collection, perhaps for one of the Linguistic Atlases, and also in Greenville County.

My second objective is to become more knowledgeable in the different theories of grammar which have developed from Noam Chomsky's work in transformational-generative grammar. The Linguistic Society of America sponsors a summer institute, with courses and workshops offered by the leading scholars in various linguistic studies. I plan to attend a summer institute after some preparatory reading in philosophy and language.

These activities should help me to become a better teacher of English language courses and to apply more successfully an understanding of English language structures to the teaching of composition and literature.

---Ann Sharp

FACULTY SELECTED FOR LIMITED SUPPORT BY MELLON PROJECT

In addition to the ten faculty whose growth plans will be fully or substantially funded by the Mellon project, fifteen other faculty who submitted growth plans have been invited to submit proposals for possible funding of one or more activities from their growth plans. Those faculty and projects selected are as follows: (1) Bob Kelly (Biology), summer study of entomology; (2) Lew Stratton (Biology), workshop on computer use in biological education; (3) Tony Arrington (Chemistry), study of the 6/16 computer and computer interfacing; (4) Rhett Bryson (Drama), master class in scenic design and acting class at the Herbert Burghoff Studio in New York; (5) Charles Alford (Economics and Business Administration), workshops for teachers of small business administration; (6) Jim Mahaffey (Education), study of competency-based teacher education; (7) Bing Somers (Education), workshops on children's literature; (8) A. V. Huff (History), research on Charleston volume; (9) Jim Leavell (History), study of Japanese language; (10) James Bell (Mathematics), preparation of a textbook; (11) David Parsell (Modern Foreign Languages), teaching and research in comparative literature; (12) Ramon Kyser (Music), workshops in vocal pedagogy and vocal interpretation; (12) Milburn Price (Music), seminars on choral methods and solo vocal literature; (13) Don Gordon (Political Science), seminar at the University of Michigan on the use of computer in social science analysis and survey statistics; (14) Jim Guth (Political Science), seminar at the University of Michigan on advanced statistical analysis; (14) Charles Brewer (Psychology), publication of a book on Watson; and (15) Edgar McKnight (Classics and Religion), seminars on linguistics, exegesis, and hermeneutics.

LILLY SERIES ON TEACHING TECHNIQUES

During fall term, the Lilly project steering committee sponsored a series of discussions on teaching techniques. These programs were based on a set of video tapes of classroom settings produced by Northwestern University. Jim Edwards led a discussion on lecturing; Hazel Harris led one on asking questions; and Frank Powell concluded the series with a program on helping students to clarify ideas.

CAUSE UPDATE

Lew Stratton, the director of the CAUSE project (Comprehensive Assistance to Undergraduate Science Education), has submitted the following information regarding the status of the project:
Most physical changes related to the National Science Foundation CAUSE project in the natural sciences and psychology have been completed, and the current emphasis during this second and final year of the project is on the academic incorporation of the materials and facilities into the curriculum. Final selection of equipment has been made in most cases, and educational material purchases are nearing the final stages. Students in 18 of 21 sections of math and 14 of 15 sections of biology are using the Learning Resources Center facilities in those departments. The exact degree and nature of the use varies from course to course and student to student within the various courses. In biology, students in zoology utilize the LRC to study the self-paced lab set-up there, while students in botany and other courses view slide-tape programs designed to enrich or expand on topics touched on in lecture. Students in biological techniques used the animal collection facilities of the LRC to learn how to prepare study skins for a collection and to view slide-tape programs on various lab techniques.

LILLY STEERING COMMITTEE SHARE THEIR READING PROGRAMS

During the summer and fall, the members of the Lilly project steering committee have been reading on the broad subjects of teaching and learning. Tony Arrington, Frank Powell, and Dick Maag prepared the following reports on some ideas about which they have been reading.

The paperback book, *Teaching Tips: A Guidebook for the Beginning College Teacher*, by Wilbert J. McKeachie, the Director of th University of Michigan Center for Research on Learning and Teaching, is adequately described by its title. In 28 short chapters, Dr. McKeachie offers in almost random order suggestions and information on a wide variety of topics and issues that a new college teacher faces. While the organization of the material and quality of writing are not outstanding, the author does refer to relevant research (if you believe in this sort of thing) and provides a limited bibliography.

Individual chapters include discussions on course preparation, lecturing, laboratory teaching, PSI and similar methods, testing, grading, counseling, and many other topics including a section on what to do when you are not prepared for class. (As a last resort admit you are not ready!) In Chapter 6 six roles of the teacher are presented: expert, formal authority, socializing agent, facilitator, ego ideal, and person. I think it would be helpful for a beginning teacher to consider to what extent he fills these different and sometimes opposing roles.

Teaching Tips would be a useful book for every teacher to have. It is by no means an authoritative source, but it will give the reader some ideas about various approaches to teaching and provide a starting point for thinking about the day-to-day problems of the teaching profession.

---Tony Arrington

Teaching effectiveness, is, to a large degree, a function of one's ability to communicate. Communications skills involve not only the giving and receiving of verbal information but also intentional and non-intentional physical movements on the part of the teacher and learner.

During the last 20 years a substantial body of knowledge on non-verbal communication has emerged. Much of the research is basic and seeks only to recognize and categorize these non-verbal modes of communication. As yet, little work has been done to apply what we know about non-verbal communication processes to the improvement of teaching.

I am reviewing a portion of the non-verbal communication literature so that I might better interpret and apply

what is known, for the benefit of the new teacher. Here are a few of the questions I have:

1. Does eye contact or gesturing influence the amount of information conveyed in the classroom?
2. Is it possible to train an individual to more fully use non-verbal techniques of communication?
3. Can a teaching performance be "choreographed" to increase the information output to the student?
4. Is the study of a video tape replay of one's teaching valuable in the improvement of teaching?
5. Do physically fit, aroused, and enthusiastic teachers promote more learning in students because of well-developed non-verbal systems of communication?

---Frank Powell

I was once taught by a teacher who said "look for the question behind the question" with your students. This has been a motivating idea in choosing literature to read in connection with the Lilly project. A concern among teachers today is to learn how to use alternate teaching methods. It is an established fact that students learn in various manners and if a teacher is to be effective in the classroom he must find different ways of affecting students, different ways of presenting sequence. Perhaps the real question is, Why are alternate teaching methods necessary?

To investigate this question the writings of Jerome Bruner yield interesting information. Bruner is a learning psychologist who specializes on the learning process-perception, forming of concepts, and stages of learning. Bruner outlines three stages of learning in his book *Toward A Theory of Instruction.* The first stage of learning is called "enactive" where learning takes place through action. There are many activities for which there is no imagery and no words, and it would be difficult to teach anyone by the use of either words or diagrams and pictures. If you have ever tried to coach someone in skiing, or teach someone to ride a bicycle, you have been struck by the wordlessness of the teaching process.

There is a second stage in which learning depends upon visual or other sensory organization or other sensory organization and upon the use of summarizing images. This form of representation is referred to as "iconic". Bruner says, "Iconic representation is principally governed by principles of perceptual organization—techniques for filling in, completing, extrapolating. Enactive representation is based, it seems upon a learning of responses and forms of habituation."

The third stage of learning is one in which learning takes place through words or language. This stage is referred to as the "symbolic" because a student can deal with abstract ideas and concept through language alone. In this stage of learning language becomes an instrument of thinking.

The Furman library contains a considerable number of books and articles by Jerome Bruner. Probably his best known book is *The Process of Education.* It is a relatively short book, only 92 pages, but perhaps one of the most important works on education in the twentieth century. It is an outgrowth of the Woods Hole Conference which was sponsored by the National Academy of Sciences. In this book he outlines how transitions are effected—from enactive learning to iconic, and from both of these to symbolic learning.

The import of these stages of learning to teaching at Furman is to realize that not all students have reached the third stage of symbolic learning. Not all students can comprehend abstract concepts through verbal use alone. Thus it is becoming increasingly necessary to structure learning in such a manner that leads a student to interpolate and extrapolate ideas with symbolic reasoning.

---Dick Maag

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NUMBER 3

MENTOR PROGRAM IN LILLY PROJECT

One phase of the Lilly Endowment project to begin in the second year (June, 1979 - May, 1980) is the Mentor program, which will allow six experienced faculty and six new faculty (those in their first five years of college teaching) to collaborate on a project related to the improvement of teaching. Each faculty member selected to participate can be released from one course during the 1979-80 session. Each of the six teams of two faculty members interested in pursuing such a project must plan and submit to the steering committee a program of activities by May, 1979.

The guidelines for this program are as follows:

1. Each project must focus on activities clearly related to the process of teaching. While curriculum or course development may be a by-product of the project, no project will be considered which is solely directly toward development or revision of course content.
2. The two faculty members chosen for each of the six projects may be from the same department or from different departments. The steering committee encourages interdisciplinary projects because the members feel that the focus of these is more likely to be the process of teaching.
3. Anyone can take the initiative for proposing projects. An experienced faculty member may approach a new faculty member about doing a project. A new faculty member may approach an experienced one. A faculty member interested in a certain project may approach the steering committee for suggestions about another faculty with whom he or she might work.
4. The time spent on the project should be roughly equivalent to the time spent in preparing and teaching a course.
5. A faculty team may elect to work on their project during the summer and thus be paid the $1,200 each that would normally be paid for replacements during the regular session. However, if they choose this option, they must still commit themselves to devoting to the project during the regular session the equivalent time required by one course. The steering committee expects that most of the activities suggested will require participants to be engaged in teaching during the time of the project.
6. While it is desirable for each of the two faculty engaged in a project to be released from a course during the same term, this procedure is not obligatory.
7. Occasionally, the participants in this program will be asked to meet as a group with the steering committee to discuss the various projects.

For the benefit of those faculty who might be interested in an interdisciplinary project, the following faculty members are the ones who are in their first five years of college teaching and who will be members of the faculty in 1979-80:

Dr. Gilbert Allen
Dr. Gilles Einstein
Dr. Tappey Jones
Dr. Veronica Melton
Dr. Jim Mahaffey
Dr. Currie McArthur
Dr. David Roe
Ms. Judy Snider
Dr. Leslie Wheatley
Dr. Perry Woodside
Dr. Jerry Cox
Dr. Bing Somers
Dr. Michael Collins
Mr. John Beckford
Dr. Tom Cloer
Dr. Charles Hinderliter
Dr. Chris Milesis
Dr. Douglas Rall
Mr. Bruce Schoonmaker
Mr. Richard Steffen
Dr. Wayne Wheatley
Dr. Larry Trzupek
Dr. Noel Kane-Maguire
Mr. Joseph Biersteker
Dr. Paul Cook, II
Mr. Merle Krueger
Mr. John Roberts
Mr. Jim Slaughter
Dr. William Teska
Dr. Charles Wilson
Mrs. Elizabeth Taylor

Those interested in participating in this program should submit the following information to the steering committee for the Lilly project by May 1, 1979. Those chosen to participate will be notified by June 1, 1979.

1. Names of the two faculty members who are submitting this proposal.
2. Term during which released time will be requested by each faculty member.
3. Objectives of the project
4. Activities for the project (describe these in sufficient detail so as to show what the relationship of the two faculty members is to be and how much time each will devote to the project)
5. Ways by which project will be evaluated

Questions about this program may be directed to any member of the steering committee for the Lilly project: Tony Arrington, Dick Maag, Frank Powell, Hazel Harris, Jim Edwards, or Melvin Hipps.

INDIVIDUAL PROJECTS ON IMPROVEMENT OF TEACHING

One of the programs to begin in the second year of the Lilly project (June, 1979 - May, 1980) is a mini-grant program to support projects related to the improvement of teaching. Four projects will be supported during each of the last two years of the Lilly project.

The guidelines for this program are as follows:

1. Each project must be clearly directed toward the development of knowledge and skill in teaching, and/or advising.
2. To be eligible to apply, a faculty member must be currently in his or her first, second, or third year of college teaching.
3. The amount available for each project is approximately $1,000.
4. Joint proposals from two or more faculty will be permitted, but the funds allocated for each project will still be approximately $1,000.
5. Funds may be requested for such things as professional travel, purchase of books and materials, personal stipend for study at another institution, consultants, attendance at conferences and workshops, etc. Funds for such items as student or secretarial assistance are available so long as this activity is specifically related to the development of teaching skill on part of the faculty member. If a faculty member requests funds for a consultant, he or she should explore ways of making the consultant available to other faculty and/or students.

Faculty members interested in participating in this project should submit the following information to the steering committee by May 1, 1979. Recipients of the mini-grants will be announced on June 1, 1979.

1. Name(s) of faculty member(s) submitting application
2. Objective or objectives of the project
3. Activities to be completed with approximate time during which each activity will be carried on
4. Ways of evaluating project
5. Budget (The budget must be as specific as possible. Estimates should be based on some investigation of possible cost of activities.)

Questions about this program may be directed to any member of the steering committee for the Lilly project: Tony Arrington, Jim Edwards, Hazel Harris, Dick Maag, Frank Powell, or Melvin Hipps.

COMPUTER WORKSHOPS

In response to requests from several faculty members, the Mellon project has planned a series of workshops and seminars on the use of the computer. The topics suggested by those who attended a planning meeting in December have been categorized as follows: (1) general topics related to the computer (suggested by those whose knowledge of computers is limited); (2) statistical operations requiring use of the computers; (3) modeling; and (4) programming.

On March 1 and 2, Jim Runde will repeat the workshop on SPSS (Statistical Packages for Social Sciences) which he did in December. The sessions will be held from 9:00 a.m. until 12:00 noon and from 1:30 p.m. until 4:00 p.m. on each of the two days.

During the first six weeks of the spring term, Ray Nanney will conduct a series of workshops on Tuesday and Thursday afternoons from 4:30 p.m. until 5:30 p.m. These sessions will deal with an introduction to computers.

During the last six weeks of the spring term, there will be a series of workshops on the statistical topics suggested by faculty members. We shall also bring in some consultants to deal with the subject of modeling in various fields.

In the summer, 1979, there will be a one-week workshop on programming. This workshop will be presented during the interim between the spring term and the first summer session. If there is sufficient demand, it will be repeated during the time between the second summer term and the fall term.

CRANTFORD TO SERVE AS MEDIA CONSULTANT

The Lilly steering committee has secured the services of Carey Crantford as a media consultant during the spring term. He will conduct workshops on the uses of various audio-visual equipment, and he will also be available for consultation with departments and with individual faculty members.

SPRING SERIES ON TEACHING

The steering committee for the Lilly project will continue the workshops and seminars on teaching during the spring term. Hazel Harris will present two programs, one entitled "Asking Questions" and the other entitled "Individualizing Instruction." Jim Edwards will lead a seminar called "Self-Images of Students." This will be a follow-up program to his session, "Self-Images of Teachers," which he conducted during the winter term.

Tony Arrington will conduct sessions on two subjects: "Testing" and "Development of Reasoning - An Application of Piaget to College Teaching." Frank Powell will make presentations on "Non-Verbal Communication" and "The Role of Affective Processes in Learning." Dick Maag will present a program on learning theories.

FACULTY INVITED TO TAKE OR AUDIT COMPUTER COURSES

Faculty members interested in learning more about computer operations are invited to take or audit computer science courses during the spring term. Computer Science 21 will be offered at 9:00 and 11:00 a.m. and at 1:00 p.m. Computer Science 95 (COBOL) will be given at 11:00. Anyone interested in these courses should contact Ray Nanney.

FURMAN RECEIVES GRANT FROM SHELL

The Shell Companies Foundation of Houston, Texas, has awarded a grant of $2,000 to Furman. This award will provide $500 for faculty projects in curriculum planning, $500 for faculty development, $500 for individual faculty development in the Geology Department, and $500 for scholarships to outstanding students in geology.

QUILL UPDATE

John Royston Coleman, former President of Haverford College and currently President of the Edna McConnell Clark Foundation, will begin activities of Furman's Project QUILL on May 3. The author of *Blue Collar Journal,* the report of his summer experiences working in a variety of occupations, Dr. Coleman, an economist, has previously visited Furman as a part of the Religion-in-Life program.

His May visit will include a luncheon with the seven faculty members who have agreed to participate in the Project QUILL grant: Professors Huff, McArthur, Aiesi, Edwards, Sorenson, Parsell and Blackwell. He will also speak to all interested faculty about the relationship between education and the world of work while he is on campus.

Plans have not yet been finalized for the summer faculty internships funded by QUILL, and a grant proposal to the National Endowment for the Humanities has been written seeking additional funds for faculty stipends as a part of the project. Final information about that grant proposal will not be available until mid-March.

Project Director Judy Gatlin attended a meeting of the Association of American Colleges in Washington on February 2 to discuss the program with directors from other institutions. The AAC has made grants to 25 of 250 institutions which have applied for funds to support interdisciplinary projects, continuing education and career related programs.

NEH SUMMER SEMINARS FOR COLLEGE TEACHERS

A copy of the brochure describing the 1979 summer seminars for college teachers is available in the Office for Faculty Development on the third floor of the Library.

NEW BOOKS AVAILABLE IN THE OFFICE FOR FACULTY DEVELOPMENT

Administrative Development in Higher Education
The Intentional Teacher: Controller, Manager, Helper
Learning by Experience - What, Why, How
Evaluating Program Effectiveness
Training Competent Staff
Reducing the Dropout Rate
Reassessing the Link Between Work and Education
Implementing New Education-Work Policies
Competency, Careers, and College
Evaluating Advancement Programs
Improving Institutional Communication

These and other books and periodicals may be borrowed by faculty members.

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MAY 1979
NUMBER 4

NEW PROJECT DIRECTORS NAMED

Dr. Edgar McKnight, professor of classics and religion, will head the Lilly project when Dr. Hipps leaves this summer. Dr. Philip Winstead, director of institutional planning and research, will assume responsibility for the Mellon project for development of mid-career faculty members. Both projects will run through May, 1981.

WORKSHOP ON COMPUTER PROGRAMMING

During the week of June 4-8, the Mellon project will sponsor a workshop on computer programming. Led by Ray Nanney, the sessions will be held daily from 9:00 a.m. until noon and from 1:30 p.m. until 5:00 p.m. Since there are only ten terminals available for this workshop, the number of participants will be limited to ten. Eight faculty members have already requested to participate. Anyone who would like one of the two remaining spaces should call Mrs. Bishop at 3075.

MENTOR-NOVICE PROJECTS ANNOUNCED

Twelve faculty members have been given released time from one course in order to work on mentor-novice projects during the 1979-1980 session. These activities are sponsored by the Lilly project. Six experienced faculty and six relatively new faculty will participate in this program. The purpose of these projects is to allow two professors to visit each other's classes; to discuss course outlines, assignments, and tests; and to give each other suggestions for improvement. The six teams are as follows: Bill Teska and John Snyder (Biology), Beth Taylor and Mike Collins (Health and Physical Education), John Beckford (Music) and Carey Crantford (Modern Foreign Languages), Judy Snider (Drama) and Bing Somers (Education), Bruce Schoonmaker (Music) and Albert Blackwell (Religion), and Marty Cook (Mathematics) and Jim Smart (History).

LILLY MINI-GRANTS APPROVED

Five faculty members have been awarded mini-grants for projects designed to enhance their skills as teachers. Gilbert Allen (English) will attend the Bread Loaf Writers' Conference in Middlebury, Vermont, in order to learn more about writing and the teaching of writing, to learn how to advise *The Echo;* to learn more about the publishing of prose fiction; and to make contacts for the "Writers at Furman" program. Judy Snider (Drama) will participate in the American Theatre Association Convention and Workshops to learn more about children's theatre, about directing, and about advising drama students about career development in drama. She will also spend some time observing several children's theatre companies during their rehearsals and technical work. Jerry Cox (Modern Foreign Languages) plans to engage in several activities designed to assist him in learning more about computer-assisted instruction in languages and to produce materials for use in a

CAI program. Jim Mahaffey (Education) will engage in summer study at the University of Georgia and will attend a Curriculum Study Institute on the Gifted and Talented. These activities will assist him in improving his ability to work with teachers of gifted and talented students. Veronica Melton (Health and Physical Education) plans to work with Dr. Terry Ward at the University of Illinois to gain additional skill in presenting concepts in biomechanics.

These projects will be carried out during the 1979-1980 session. Additional mini-grants will be awarded for 1980-1981.

FACULTY RECEIVE SHELL GRANTS

Two curriculum development projects have been funded by a grant from the Shell Companies Foundation. David Smith (Religion) has received support to develop a course in religions of Africa. Hazel Harris, Bing Somers, and Gary Harris (Education) have had a project funded which will allow them to develop modules for a team-taught course which will combine certain elements of the elementary and secondary methods courses.

NEH GRANT

Furman has received a grant from the National Endowment for the Humanities to support a summer internship program for faculty in the humanities. The proposal for this grant grew out of a planning grant from Project QUILL sponsored by the Association of American Colleges. Five of the seven interns have been chosen. A. V. Huff (History) will work on a project for the South Carolina Historical Society, Duncan McArthur (English) has a position in the Corporate Communications office at Springs Mills and Olof Sorensen will work at the Greenville County Art Museum. David Parsell will be employed at the South Carolina Educational Television Studios and Don Aiesi will work with Solicitor Billy Wilkins in the Solicitor's office. Both the QUILL proposal and the NEH proposal were prepared by Judith Gatlin, director of career programs at Furman.

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DECEMBER 1979
NUMBER 5

KNIGHT AND LEAVELL JOIN STEERING COMMITTEES

Dr. Lon B. Knight, Jr., Associate Professor of Chemistry, has been named to the steering committee for the mid-career faculty development project. He replaces Dr. Noel Kane-Maguire of the Chemistry Department who is on sabbatical leave for the 1979-80 academic year. Other members of the steering committee are Frank Bonner, Rhett Bryson, John Crabtree, Jim Edwards, Dick Maag, Edgar McKnight, Elaine Nocks, Ray Roberts, John Snyder, and Phil Winstead (Chairman). Max Smith, Director of Development, continues to serve as resource person for the committee.

Dr. James B. Leavell, Assistant Professor of History, has joined the steering committee for the new faculty development project. Members of the Lilly steering committee are responsible for evaluating applications for mini-grants and mentor-novice projects, directing a series of workshops and seminars on problems of teaching and learning, and equipping themselves to serve as continuing in-house consultants on teaching and learning. Other members of the steering committee are Tony Arrington, Dick Maag, Frank Powell, Hazel Harris, and Jim Edwards.

PROPOSAL WRITING WORKSHOP SCHEDULED

Ms. Julia M. Jacobsen, Co-Director, Association for Affiliated College and University Offices, Washington, D. C. and Dr. Max G. Smith, Director of Development, Furman University, will lead a workshop at Furman on February 6, 1980, on proposal writing. Sponsored by the Mellon project, Dr. Smith will cover the technical aspects of preparing proposals requesting external financial support, while Ms. Jacobsen will discuss the grant procurement process as it relates to both private foundations and government agencies. All faculty are invited to attend.

HILDA F. OWENS TO SPEAK ON LEGAL ISSUES IN HIGHER EDUCATION

Dr. Hilda F. Owens, Associate Professor of Higher Education, University of South Carolina, will speak and lead discussions at Furman on February 11, 1980, on legal issues in higher education. Sponsored by the Mellon project she will lead discussions on the topic at a meeting of academic department chairmen and at a meeting of faculty members who serve as academic advisers. She will address the full faculty at their regular monthly meeting.

COMPUTER WORKSHOPS

In response to requests from several faculty members, the Mellon project will continue the highly successful series of workshops and seminars conducted last year on the use of the computer. Dr. Ray Nanney, Professor of Computer Science and Chairman of the Computer Science Department, will lead the sessions. The topics presented will be determined by the expressed needs of the participants. Topics will range from general orientations to the computer and its uses to workshops on computer programming for those who desire to progress that far. If you have an interest in participating in these seminars and have not already done so, please get in touch with Dr. Nanney or Phil Winstead, Director of the Mellon Project.

MENTOR PROGRAM IN LILLY PROJECT

The mentor-novice program of the Lilly project, will allow six experienced faculty and six new faculty (those in their first five years of college teaching) to collaborate on a project related to the improvement of teaching. Each faculty member selected to participate can be released from one course during the 1980-81 session.

The guidelines for this program are as follows:

1. Each project must focus on activities clearly related to the process of teaching. While curriculum or course development may be a by-product of the project, no project will be considered which is solely directed toward development or revision of course content.
2. The two faculty members chosen for each of the six projects may be from the same department or from different departments. The steering committee encourages interdisciplinary projects because the members feel that the focus of these is more likely to be the process of teaching.
3. Anyone can take the initiative for proposing projects. An experienced faculty member may approach a new faculty member about doing a project. A new faculty member may approach an experienced one. A faculty member interested in a certain project may approach the steering committee for suggestions about another faculty member with whom he or she might work.
4. The time spent on the project should be roughly equivalent to the time spent in preparing and teaching a course.
5. A faculty team may elect to work on their project during the summer and thus be paid the stipend that would normally be paid for replacements during the regular session. However, if they choose this option, they must still commit themselves to devoting to the project during the regular session the equivalent time required by one course. The steering committee expects that most of the activities suggested will require participants to be engaged in teaching during the time of the project.
6. While it is desirable for each of the two faculty engaged in a project to be released from a course during the same term, this procedure is not obligatory.
7. Occasionally, the participants in this program will be asked to meet as a group with the steering committee to discuss the various projects.

Those interested in participating in this program should submit the following information to the steering committee for the Lilly project by April 11, 1980. Those chosen to participate will be notified by April 15, 1980.

1. Names of the two faculty members who are submitting this proposal
2. Term during which released time will be requested by each faculty member
3. Objectives of the project
4. Activities for the project (describe these in sufficient detail so as to show what the relationship of the two faculty members is to be and how much time each will devote to the project)
5. Ways by which project will be evaluated.

Questions about this program may be directed to any member of the steering committee for the Lilly project: Tony Arrington, Dick Maag, Frank Powell, Hazel Harris, Jim Edwards, Jim Leavell, or Edgar McKnight.

INDI IDUAL PROJECTS ON IMPROVEMENT OF TEACHING

The program of mini-grants to support projects related to the improvement of teaching and advising will continue in the third year of the Lilly project. At least five projects will be supported for the period June, 1980 through May, 1981.

The guidelines for the program are as follows:

1. Each project must be clearly directed toward the development of knowledge and skill in teaching and/or advising.
2. To be eligible to apply, a faculty member must be currently in his or her first, second, or third year of college teaching.
3. The amount available for each project is approximately $1,000.
4. Joint proposals from two or more faculty will be permitted, but the funds allotted for each project will still be approximately $1,000.

5. Funds may be requested for such things as professional travel, purchase of books and materials, personal stipend for study at another institution, consultants, attendance at conferences and workshops, etc. Funds for such items as student or secretarial assistance are available so long as this activity is specifically related to the development of teaching skill on the part of the faculty member. If a faculty member requests funds for a consultant, he or she should explore ways of making the consultant available to other faculty and/or students.

Faculty members interested in participating in this project should submit the following information to the steering committee by April 1, 1980. Recipients of the mini-grants will be announced by April 15, 1980.

1. Name(s) of faculty member(s) submitting application
2. Objective or objectives of the project
3. Activities to be completed with approximate time during which each activity will be carried on.
4. Ways of evaluating the project
5. Budget (The budget must be as specific as possible. Estimates should be based on some investigation of possible costs of activities.)

Questions about this program may be directed to any member of the steering committee for the Lilly project: Tony Arrington, Jim Edwards, Hazel Harris, Jim Leavell, Dick Maag, Frank Powell or Edgar McKnight.

LILLY STEERING COMMITTEE TO OFFER A SERIES OF WORKSHOPS

The members of the steering committee for the Lilly project have planned a series of workshops for the winter and spring terms. During the winter term, Frank Powell will conduct workshops on the topic: "Students Learn Better from Teachers They Like or Hate," and Dick Maag will conduct a workshop entitled: "Examining Learning Theories."

Jim Edwards, Tony Arrington, Hazel Harris and Jim Leavell are planning programs for the spring term. Edwards' workshops are entitled: "Teaching from the Imagination: Self-Images of the Teacher" and "Learning from the Imagination: Self-Images of the Student." Arrington plans to explore the subject "Development of Reasoning -- An Application of Piaget to College Teaching." The initial session on Piaget will be designed for faculty members who did not participate in the workshop last year, but a later session will be designed for all faculty members who have taken part in the introductory workshops. Harris is planning workshops on the topics: "Evaluation" and "Asking Questions."

JANUARY SEMINAR ON SCHOLARLY ACTIVITIES

On Tuesday evening, January 29, the Lilly project will sponsor a seminar on "Publish-or-Perish or Teach-and-be-Tenured." The question to be treated in the seminar is the role of scholarly and professional activities in the development and evaluation of faculty members at Furman.

The seminar disucssion before supper will deal with the place of scholarly research and activities by faculty and the multi-dimensioned, demanding job of college professors. What are the expectations of the administration in the area of professional activities? Does such activity have a bearing on tenure, promotion, and salary decisions? Can a Furman faculty member be both a good teacher and an active scholar?

After supper the seminar will focus on ways and means of supporting professional activity at Furman. Members of the administration and chairmen of committees having to do with professional development and status will participate in the seminar.

SECOND-YEAR ACTIVITIES APPROVED FOR MELLON PARTICIPANTS

The steering committee for the Mellon project has approved budgets and activities for the ten faculty members selected last year for full or substantial support by the project. Their approved activities will be completed during the 1980 calendar year. Faculty members participating are Gil Fairbanks (Biology), Jake Johnson (Economics and Business Administration), Doris Blazer (Education), Roy Lindahl (Classical Languages), Barbara Heusel (English), Myron Kocher (Modern Foreign Languages), Ann Sharp (English), Maurice Cherry (Modern Foreign Languages), Elaine Nocks (Psychology), and Ray Roberts (Economics and Business Administration).

RESEARCH AND PROFESSIONAL GROWTH PROJECTS

The faculty committee on research and professional growth recommended and the Dean approved financial support to assist seven faculty members in various projects. Ronald Barden (Economics and Business Administration) will attend an American Institute of Certified Public Accountants' seminar entitled "Hands-On Auditing of Small Business Computers." Albert Blackwell (Religion) was awarded funds to help finance publication of his manuscript, Determinism, Freedom, and Phantasy: Schleiermacher's Early Philosophy of Life. The book will be in the Harvard Theological Studies series. Alan Bonny (Chemistry) will carry out a research program which involves extensive use of multinuclear Nuclear Magnetic Resonance Spectroscopy. The grant to Tom Buford (Philosophy) will help him prepare for publication his manuscript on Philosophy for Adults. A. V. Huff (History) will study the 1860-1877 correspondence of the British Consuls in Charleston which is located in the British Public Record Office in London. This is part of a research project for a book-length study of Life in Charleston during the Civil War and Reconstruction. The support received by Ruby Morgan (Music) will enable her to study several piano works in Vienna with Paul Badura-Skoda, an authority on the works of the Viennese classical composers. Charlotte Smith (Music) will prepare a new transcription into modern notation of the Penitential Psalms of David by Ronald de Lassus.

FURMAN'S NEH SUMMER INTERNSHIP PROGRAM

Judy Gatlin has informed us that a dissemination conference has been tentatively scheduled during the last week in February on Furman's National Endowment for the Humanities summer internship program. That conference is planned to include approximately 35 deans of liberal arts colleges and will focus on faculty linkages between universities and the nonacademic world. Funds for the conference are provided by our NEH grant; Joseph Duffey, chairman of the National Endowment, has indicated tentative acceptance as the keynote speaker. Ten liberal arts colleges have already requested that they be invited to the day-long program.

Fifteen Furman faculty members have indicated interest in a possible internship for summer, 1980, and plans are underway to approach businesses, industry and public agencies to fund faculty stipends for a continuing program. Faculty members may be interested to learn that the Woodrow Wilson Foundation is currently developing a funding proposal for a national summer internship program; Furman's experience has been discussed with their project officer.

CAUSE REPORT

Lew Stratton, the Director of the CAUSE Project (Comprehensive Assistance to Undergraduate Science Education), has submitted the following information regarding the project:

All major aspects of the NSF/CAUSE Project have been completed. The Biology, Math and Computer Science Departments have Learning Resource Centers in operation and have expanded their capabilities for handling the educational needs of students in a more individualized fashion. The Chemistry, Geology, Physics and Psychology departments have also made various changes in educational approaches, equipment and learning modes available to students in an attempt to improve teaching and learning. During the summer of 1978 a total of 28 faculty from the CAUSE Departments and five

from other areas of the University participated in CAUSE sponsored workshop activities and 37% of them actually completed production of a teaching resource such as slide tape programs designed for their particular use. In 1979 a smaller number (15) of CAUSE faculty participated in in-depth media preparation workshops and most have already completed production of these materials designed specifically for their needs.

In summary, significant strides were made in physical facilities such as learning centers, media equipment (projectors, computer terminals, audioviewers, etc.) and software and, therefore, this phase is complete. Incorporation of these methods and materials into the educational program is going well but should be considered as a healthy, investigative, on-going change rather than a completed project.

LECTURING WORKSHOPS AND SEMINAR

Jim Edwards, Hazel Harris, and Dick Maag collaborated on workshops and a seminar on lecturing during the fall term. Edwards used video-tapes depicting various lecturing techniques as the basis for his workshops. The video-tapes were produced by the Center for the Teaching Professions at Northwestern University and showed the opening minutes of lecture classes by non-Furman professors in history, psychology, calculus and sociology. The seminar coordinated by Harris and Maag followed up on the workshops and featured video-tapes of Furman professors using a variety of lecturing styles.

MEDIA WORKSHOPS

The four media workshops presented in November were planned by Dr. Carey S. Crantford, media consultant for the Mellon and Lilly projects. On November 6, Hazel Harris and C. M. Cherry directed a workshop on "Transparency Projection: Over-head Projection." Doug MacDonald and Jim Pitts gave the November 13 workshop on "Imaginative Uses of Tape Recordings: Sound-Design in Teaching." The November 20 workshop on "Classroom Television" was presented by Gerda McCahan and Frank Powell. A guest consultant, Don B. Cely of WFBC Television, assisted in the November 27 workshop on "Photography and the Classroom and Copying by Close-Up Photography."

EXTERNAL EVALUATOR VISITS CAMPUS

Dr. Jerry Gaff, external evaluator for both the Lilly Project (The Scholar as Teacher: The Development of the New Faculty Member) and the Mellon Project (The Development of Mid-Career Faculty: A Systematic Approach) visited Furman on July 10-11, 1979. As a part of the formative evaluation phase of the evaluation designs for the two projects, he talked with faculty project participants and faculty non-project participants as well as administrators involved in the programs. His post-visit report dealt with current progress of the projects, faculty acceptance of the projects, and suggestions for achieving optimum project results. This evaluation visit was the second made to Furman by Dr. Gaff.

MELLON PROJECT SPONSORS WORKSHOP ON MENTORING

On September 10, the Mellon project sponsored a workshop on teachers as mentors. Faculty members attended who are serving on the development teams (triads) for Mellon participants who are pursuing project-approved growth plans and those who are a part of Lilly project mentor-novice relationships. In the first general session Gerda McCahan, Professor of Psychology at Furman, spoke on "The Helping Relationship." Dr. Harold L. Hodgkinson, President of the National Training Laboratories (NTL) Institute, followed with a presentation entitled, "Faculty Members as Mentors." After lunch Dr. R. Judson Carlberg, Dean of the Faculty, Gordon College, described the faculty triad program at his institution. Following these three presentations the Furman faculty development teams (triads) and the mentor-novice teams met individually to discuss the applicability of the material presented to their situations. The workshop closed with a general discussion and talk-back session with the presenters.

ROY LINDAHL PARTICIPATES IN GREEK ARCHAEOLOGICAL DIG

As a part of his participation in the Mellon project, Dr. Roy E. Lindahl, Professor of Classical Languages, worked during the summer at the archaeological site of Halieis in Greece. He reports that he gained experience that will enable him to "interpret more effectively certain aspects of Greek culture," such as architectural history, development of pottery and pottery decoration, and city planning. Also during the summer as a part of his Mellon project, Dr. Lindahl participated in the Institute of Balkan Studies Summer School and toured the Ionian Islands visiting sites and museums relating both to ancient and modern Greece.

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Editors: Edgar V. McKnight, Director of Lilly Project
Philip C. Winstead, Director of Mellon Project

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MARCH 1980
NUMBER 6

APRIL 1 DEADLINE FOR LILLY APPLICATIONS

Applications for Lilly mini-grants and for participation in the mentor-novice program must be submitted to the Lilly steering committee by April 1. Successful applicants will be notified by April 15.

At least five projects related to the improvement of teaching and advising will be supported for the period June, 1980 through May, 1981. The amount available for each project (individual or joint) is approximately $1,000. To be eligible, a faculty member must be in his or her first three years of college teaching.

The mentor-novice program allows six faculty members in their first five years of teaching to work with six more experienced faculty members. Each project of the six mentor-novice teams must focus on activities clearly related to the process of teaching. Faculty members chosen will either be released from one course during the 1980-81 session or given a stipend for work on the project during the summer.

Further information may be obtained from members of the Lilly steering committee. Completed applications should be sent to Edgar McKnight, Director of the Lilly Project.

EVALUATION AND TESTING SEMINAR SCHEDULED

Dr. Charles Brewer, Professor of Psychology and Chairman of the Furman University Psychology Department, and Dr. Ohmer Milton, Professor of Psychology and Director of the University of Tennessee Learning Research Center, will lead a seminar at Furman on April 2, 1980, on evaluation and testing. Sponsored by the Mellon project, Dr. Milton will discuss these topics from the general perspective of one who has had extensive research and practical experience. Dr. Brewer will relate these matters more specifically to the Furman context. All faculty are invited to attend.

WRITING WORKSHOP SCHEDULED

On April 24, 1980, the Mellon Project will sponsor a workshop designed to help faculty members help students to improve their writing. Members of the Furman University English Department and Furman faculty representing other academic disciplines will lead the workshop. Topics covered will include philosophy of writing, types of writing, and elements of good writing. All faculty are invited to attend.

WORKSHOPS ON DEVELOPMENT OF REASONING

In workshops on May 1 and May 8, Tony Arrington will explore some aspects of teaching related to cognitive development of students. The workshops result from the interest of a number of college teachers in the extension of the ideas of Jean Piaget to a consideration of the problem solving skills of college students. The workshops will deal with such questions as "How Do Students Think?" and "How Can We Help Students to Begin to Think More Effectively and Creatively?" The first session will be held 3:00 - 5:00 P.M., May 1, in C-135 and will be a repeat of last year's workshop. It is designed as an introduction to some of the work in the field, and participants will solve puzzles and even get to play with dice. The session of May 8 is designed for all who participated last year as well as those who participate in the May 1 session. This second session will develop the concept of the learning cycle and deal with implementation of some session one principles in the classroom.

Piaget has said, "What is desired is that the teacher cease being a lecturer, satisfied with transmitting ready made solutions; his role should rather be that of a mentor stimulating initiative and research." The two workshops are intended to help Furman faculty fill the mentor role more effectively.

SEMINAR ON DISCUSSION TECHNIQUE

On Tuesday evening, April 29, Hazel Harris and Dick Maag will conduct a seminar on leading discussic which will parallel the earlier seminar on lecturing. The seminar is designed to illustrate the discussion technique in the investigation of certain aspects of the technique: the nature of material for which the discussion technique is appropriate, the role of the leader and participants in discussion, and the dynamics of the discussion process.

SEMINAR ON INSTITUTIONAL VALUES

Jim Leavell will conduct a seminar on "The Implications of Institutional Values in the Curriculum and in the Advising Program" on Thursday evening, May 15. The seminar will explore two value-laden aspects of Furman's identity– the institutional commitments to liberal arts and to Christian education. How are these commitments defined at Furman? What are the implication of these definitions for the individual classroom teacher as well as for the faculty as a group?

EXTERNAL EVALUATOR TO VISIT CAMPUS

Dr. Jerry Gaff, external evaluator for both the Lilly project (The Scholar as Teacher: The Development of the New Faculty Member) and the Mellon project (The Development of Mid-Career Faculty: A Systematic Approach) will visit Furman on March 19-20, 1980. As a part of the formative evaluation phase of the two projects he will examine specifically progress being made toward the development of a plan for continuation at Furman of the current faculty development efforts. This evaluation visit will be the third made to Furman by Dr. Gaff.

COMPUTER WORKSHOPS TO CONTINUE

The Mellon project will continue the series of workshops on the use of the computer. Dr. Ray Nanney, Professor of Computer Science and Chairman of the Computer Science Department, will lead intensive sessions this summer on computer programming for those faculty members who have completed the general orientation workshops. In addition, Dr. Nanney will work individually with participating faculty members who wish to pursue special computer related topics. Interested faculty should contact Dr. Nanney or Philip Winstead, Director of the Mellon project.

HARRIS REPRESENTS FURMAN AT MEETING OF CONSORTIUM OF FACULTY DEVELOPMENT CENTERS

Hazel Harris represented Furman at a meeting of the consortium of the Southern Regional Faculty and Instructional Development Centers in Gulfport, Mississippi, February 25-27, 1980. A representative of each of the eleven centers reported on its faculty and instructional development activities.

Dr. Harris reported on the services made possible by Furman's Mellon and Lilly grants and discovered that the majority of the centers offer services similar to those at Furman. However, Dr. Harris indicates that a service offered at Murray State University seems to be rather unique. This service is the identification of an instructor's teaching strengths and areas of possible improvement by means of a "Teaching Skills Profile." The formulation of the profile begins with a 30 to 60 minute interview in which focus is directed to a specific class situation within which teaching performance is examined. During the meeting, however, the consultant and the faculty member discuss any number of issues related to teaching, such as teaching styles and preferences, student enrollment, grading and examination plans, philosophy of teaching and learning, and perceived instructional concerns. Following the interview, the consultant collects additonal information from such sources as classroom observing, videotaping, student questionnaire, faculty self-assessment, and course materials.

After the interview and the collection of additional information, the faculty member reviews the results and confers with the consultant to gain a better picture of his strengths and areas in which improvement is possible. The initial interview, collection of information, and review meeting are usually completed within two weeks.

McKNIGHT AND WINSTEAD ATTEND FACULTY DEVELOPMENT CONFERENCE

On February 27-29, 1980, Dr. Edgar McKnight, Director of the Lilly project, and Dr. Philip Winstead, Director of the Mellon project, attended the Annual Conference on Faculty Development and Evaluation in Higher Education sponsored by the Institute of Higher Education of the University of Florida. Held in Orlando, Florida, Dr. McKnight and Dr. Winstead participated in sessions dealing with topics on important issues for effective faculty development, evaluating faculty development programs, growth contracts, faculty development assumptions, and improving the quality of faculty development and evaluation.

KELLOGG NATIONAL DISSEMINATION PROJECT

The W. K. Kellogg Foundation has made a joint grant to Furman University, the University of Akron, and Wichita State University to disseminate the results of recently completed planned change/faculty development projects which they supported at these three institutions. The Furman project entitled, "Faculty Development in Academic Planning" was designed to improve the planning skills of faculty as they engaged in planning for new courses, revising existing courses, or developing new instructional strategies. The University of Akron's project concerned team leadership development while Wichita State's program was in leadership and management training. The national dissemination project is designed for a wide range of public and private colleges and universities that sense a need for institutional renewal through planned change. The three universities will share their experiences by: (1) Involving participants in a national conference at the University of Akron (July 28 - 30, 1980); (2) Developing a monograph describing the projects at the three universities and their useful applications to other colleges and universities; (3) Providing internships at the three universities; and (4) Providing consultants from the three universities to interested colleges and universities. President John Johns, Philip Winstead, and former Director of Faculty Development Programs Melvin Hipps are participating in the grant activities for Furman.

RAY ROBERTS VISITS MULTINATIONAL CORPORATIONS

As a part of his participation in the Mellon project, Ray Roberts, Professor of Economics, traveled in early January to England, Belgium, and France in order to interview executives of multinational firms based in Europe. The purpose of the interviews was to discover their views on the social responsibility of business. He interviewed representatives of five English, two Belgian and three French firms. He also had meetings with representatives of the European Commission in Brussels (the European Common Market) and the Organization for Economic Cooperation and Development in Paris. He sums up his interviews by commenting: "The English seem to come close to taking a broad view of social responsibility. The Belgians are less inclusive and the French, well, the French are different." In each case he found a strong feeling that the employer has a responsibility to keep the worker employed. Also, the labor unions and governments play an important part in the making of business decisions.

FACULTY DEVELOPMENT PROJECTS FOR THE SPRING TERM

March 13	5:00 - 8:00 P.M. C-135. Lilly Seminar on Team Teaching, Interdisciplinary Courses, and Other Curricular Innovations. Directed by Jim Edwards and Jim Leavell.
March 19, 20	Evaluation Visit of Dr. Jerry G. Gaff, Project Director of Project on General Education Models, Washington, D.C.
March 20	3:00 - 4:00 P.M. C-135. Workshop on "Teaching and Learning from the Imagination: Self-Images of the Teacher and the Student." Conducted by Jim Edwards.
April 2	3:30 - 8:30 P.M. C-135. Mellon Seminar on "Testing and Evaluation." Conducted by Charles L. Brewer and Ohmer Milton.
April 24	3:30 - 8:30 P.M. C-135. Mellon Seminar on "Helping Faculty Members Help Students Improve Their Writing." Conducted by English Department with faculty from other departments.
April 29	3:00 - 5:00 P.M. C-203. Lilly Seminar on "Leading Discussions." Directed by Hazel Harris and Dick Maag.
May 1	3:00 - 5:00 P.M. C-135. Workshop on "Development of Reasoning—An Application of Piaget to College Teaching." (For those who did not participate last year.) Conducted by Tony Arrington.
May 8	3:00 - 5:00 P.M. C-135. Continuation of Workshop on "Development of Reasoning—An application of Piaget to College Teaching." (For all who participated last year and in workshop of May 1 this year.) Conducted by Tony Arrington.
May 15	5:00 - 8:00 P.M. Lilly Seminar on "Implications of Institutional Values in the Curriculum and in the Advising Program." Directed by Jim Leavell.

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MAY 1980
NUMBER 7

COMPUTER PROGRAMMING WORKSHOP SCHEDULED

Dr. T. Ray Nanney, Professor of Computer Science and Chairman of the Computer Science Department, will conduct an intensive computer programming workshop June 2-6, 1980, for those faculty members who completed the Mellon project sponsored general orientation computer workshops. The all-day sessions will be held in the Science Building. In addition, Dr. Nanney will be available this summer to work individually with participating faculty members who wish to pursue special computer-related topics.

HODGKINSON TO SPEAK ON MANAGING ONESELF

Dr. Harold L. Hodgkinson, President, National Training Laboratory (NTL) Institute, Arlington, Virginia, will be on campus September 8, 1980, to speak and lead a discussion on the topic, "The Professor Managing Himself." Sponsored by the Mellon and Lilly faculty development projects, Dr. Hodgkinson will meet with faculty participants in these two programs along with members of the Mellon and Lilly Steering Committees. He will discuss ways faculty members can more effectively deal with the variety of tasks they find themselves engaged in during a normal academic year.

MENTOR PROJECTS ANNOUNCED

Ten faculty members have been given released time from one course (or summer stipends) in order to work on projects during the 1980-81 session. These activities are sponsored by the Lilly project. Five experienced faculty and five relatively new faculty will participate in this program. The purpose of these projects is to allow two professors to visit each other's classes; to discuss course outlines, assignments, and tests; and to give each other suggestions for improvement. The five teams are as follows: Ray Nanney and Hayden Porter (Computer Science), Eugene Johnson and Alan Hill (Sociology), Frank Powell (Health and Physical Education) and Myron Nack (Computer Science), Frank Taylor (Physics) and Veronica Melton (Health and Physical Education), and Jim Leavell (History) and Bill Yoder (Philosophy).

LILLY MINI-GRANTS APPROVED

Six faculty members have been awarded mini-grants for projects designed to enhance their skills as teachers. Alan Bonny (Chemistry) will develop sophisticated laboratory-type demonstrations which can be carried out in the classroom or which can be videotaped and shown later during classroom discussions. Nelly Hecker (Education) will carry out activities designed to equip her more adequately for her work as coordinator of the field experience program of Furman's Education Department. William Ranson (Geology) will attend a short course on the pyroxene mineral group (the knowledge of which has greatly expanded in recent years) and integrate new pyroxene mineral specimens in the Geology Department's mineral collection. Elizabeth Taylor (Health and Physical Education) will participate in the American College of Sports Medicine Exercise Specialist Workshop and Certification Program. David Turner (Physics) will develop computer assisted instruction for introductory physics and also develop software to support the new nuclear physics lab. Robert MacMillan (Education) will carry out activities designed to help him improve his skills in administering and teaching non traditional off-campus courses for teachers in the public schools.

ADDITIONAL FACULTY SELECTED FOR SUPPORT BY MELLON PROJECT

The steering committee for the Mellon project in March approved professional development activities for eight additional Furman faculty members. These selections bring to thirty-five the number of faculty members who submitted growth plans to the steering committee and have had one or more activities from their proposals supported. The new participants and their projects are as follows: (1) Carey S. Crantford (Modern Languages), develop a second-level course in Hebrew and a beginner course in Arabic; (2) Edward B. Jones (History), study and research on China history; (3) Rex E. Kerstetter (Biology), develop a course in tropical marine ecology; (4) Lon B. Knight (Chemistry), study of solid state gasses; (5) David A. Smith (Religion), study relating to African traditional religions and Islam; (6) Richard A. Stanford (Economics and Business Administration), develop a course in applied economics and agricultural economics; (7) Ernest J. Walters (Political Science), research dealing with Fabian Socialism; and (8) Norman E. Whisnant (Modern Languages), study of the German middle-Franconian dialect.

SUMMER RESEARCH PROJECTS

Fifteen faculty members will carry out research projects and activities related to professional growth this summer under the auspices of Furman's Research and Professional Growth Committee.

Tony Arrington and Alan Bonny of the Chemistry Department will be involved in activities: Arrington's project will involve matrix isolation studies of atomic oxygen reactions and Bonny will attend the Gordon Conference on "Organometallic Compounds in Energy-related Areas."

Four members of the Mathematics Department plan to attend workshops: Don Clanton, Marty Cook, and Mike Hammett will be attending workshops at Salisbury State College, Salisbury, Maryland on "Linear Algebra and Its Applications" and "Structured Programming in PASCAL." Bob Fray will attend a conference dealing with mathematical models in the biomedical sciences to be held at Indiana University.

Nelly Hecker and Bing Somers of the Education Department will carry out research projects. Hecker will conduct research on the use of the space test (an informal test of reading) as a measure of reading ability and write a research paper to be presented at the annual meeting of the American Reading Conference in December. Somers will continue the research and writing of a children's novel.

Two members of the Health and Physical Education Department will carry out projects. Veronica Melton will conduct a biomechanical investigation of lower leg trauma and Frank Powell will conduct a study of the impact of the general education requirement in Health and Physical Education on Furman University graduates.

Ruby Morgan (Music) will study for a brief period in Vienna with Paul Badura-Skoda and Jorg Demus. Hayden Porter (Computer Science) plans to develop a device which can convert electrical signals to digital form so that they may be processed by the computer and "played back" under programmed control. John Roberts (Music) will participate in the 1980 Three Rivers International Competition. Kenneth Sargent (Geology) plans to carry out a project on the use of geochemical trends in the delineation of lithology. Bill Yoder (Philosophy) will be involved in a travel-study course in Japanese culture.

FACULTY ON SABBATICAL IN 1980-81

Dean John Crabtree has approved the recommendation of the Research and Professional Growth Committee for sabbatical leaves for ten faculty members next year.

Rudy Bates will carry out a study on the possibility of relating the interpretation of art to the study and teaching of literature.

Sally Grant plans to teach elementary classes at the Morrison Academy in Taiwan under the auspices of the Foreign Mission Board of the Southern Baptist Convention.

Lon Knight's project is in the area of matrix ion chemistry and is the continuation of his research over the past eight years.

Elaine Nocks will spend six months in collaborative research with members of the Medical Psychology Department of the Uniformed Services University of the Health Sciences in Bethesda, Maryland.

Bill Reagan has two projects in mind: (1) the planning of a new French literature course for students who come to Furman with proficiency in French but who are not prepared for the rapid reading of lengthy French texts, and (2) the writing of an article on Antoine de Saint-Exupery's use of aviation imagery.

Hamp Sherard plans to use his sabbatical leave to update his knowledge of mathematics education; revise Mathematics 33, one of the courses in the three-course sequence for elementary school teachers; and prepare two manuscripts for publication, an article on coping with math anxiety and a book of activities on "Mathemagic," to be used by classroom teachers of middle and secondary school mathematics.

The primary purpose of Jim Smart's sabbatical leave is to extend his competence in teaching History 25, Modern Latin America. Specific activities include auditing courses at Furman; travel in Mexico; inventory of all Latin American materials in the Furman library; completion of research projects on Joel Poinsett and Josephus Daniels, two former U.S. ambassadors to Mexico; and intensive reading in Mexican history from 1910 to the present.

Charlotte Smith will continue a project on the transcription of the *Penitential Psalms* of Lassus from early sources.

John Snyder intends to write two papers describing the latest results that he has obtained in research on animal lysozymes and to prepare for exploration of the role of lysozyme-like enzymes in sea plant development.

Olof Sorensen will expand for possible publication some of the work he developed in his dissertation which involved interdisciplinary studies in French poetry, music, and art of late 19th century France.

MELLON PARTICIPANTS MEET WITH STEERING COMMITTEE

On May 14, 1980, the Mellon project participants who are receiving full support to pursue their approved growth plans met with the project steering committee to review their accomplishments to date and to outline plans for the remainder of the year. Reporting on development activities to the committee were Doris Blazer (Education), Maurice Cherry (Modern Languages), Gil Fairbanks (Biology), Barbara Heusel (English), Myron Kocher (Modern Languages), Roy Lindahl (Classical Languages), Elaine Nocks (Psychology), Ray Roberts (Economics and Business Administration), and Ann Sharp (English).

ELAINE NOCKS PURSUES NEW PROFESSIONAL INTEREST–MEDICAL PSYCHOLOGY

As a part of her participation in the Mellon project, Elaine Nocks is pursuing a new professional interest–medical psychology. She is in the process of designing a program of research on social factors influencing physical health. Preliminary research began last summer with an exploratory study of loneliness and its effects. Additional studies have been conducted during the academic year, and this summer with the aid of an Undergraduate Research Program grant from the National Science Foundation, the research will proceed in the investigation of social factors influencing positive health maintenance. After reading extensively, attending workshops, and consulting with appropriate persons in the field, Elaine will culminate her preparation with a sabbatical research apprenticeship in the Medical Psychology Department of the Uniformed Services University of the Health Sciences in Bethesda, Maryland.

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Editors: Edgar V. McKnight, Director of Lilly Project
Philip C. Winstead, Director of Mellon Project

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NUMBER 8

SEMINAR ON INSTITUTIONAL VALUES

Jim Leavell will conduct a seminar on "The Implications of Institutional Values in the Curriculum and in the Advising Program" on Thursday, September 25. The seminar will explore two value-laden aspects of Furman's identity--the institutional commitments to liberal arts and to Christian education. How are these commitments defined at Furman? What are the implications of these definitions for the individual classroom teacher as well as for the faculty as a group?

The session before dinner will center on the definition of Furman as a church-related college. L. D. Johnson and Jim Guth will give their views on the implications of this aspect of Furman for the university's curriculum and advising program.

The session after dinner will be concerned with the implications for our work arising out of the fact that Furman is a liberal arts college. Don Kubler and Bill Rogers will react to the question. A general discussion will follow the formal presentations in each of the two sessions.

INDIVIDUAL PROJECTS ON THE IMPROVEMENT OF TEACHING

The Lilly steering committee will award approximately $2,400 to faculty members for projects to enable them to develop teaching and/or advising skills. The guidelines are as follows:

1. The projects must be completed by the end of the school year, May 31, 1981.
2. Each project must be clearly directed toward the development of knowledge and skill in teaching and/or advising.
3. To be eligible to apply, a faculty member must be currently in his or her first, second, or third year of college teaching.
4. The limit for a single project is $600, but applications for projects costing less (say $50 for books and materials) are encouraged.
5. Joint proposals from two or more faculty are encouraged. The funds for each joint project will still be limited to $600, however.
6. Funds may be requested for such things as professional travel, purchase of books and materials, consultants, attendance at conferences and workshops, etc. Funds for such items as student or secretarial assistance are available so long as this activity is specifically related to the development of teaching skill on the part of the faculty member. If a faculty member requests funds for a consultant, he or she should explore ways of making the consultant available to other faculty and/or students.

Faculty members interested in receiving a grant should submit the following information to the steering committee by November 15, 1980. Recipients of the grants will be announced by December 1, 1980.

1. Name(s) of faculty member(s) submitting application.
2. Objective or objectives of the project.
3. Activities to be completed with approximate time during which each activity will be carried on.
4. Ways of evaluating the project.
5. Budget (The budget must be as specific as possible. Estimates should be based on some investigation of possible costs of activities.)

Questions about this program may be directed to any member of the steering committee for the Lilly project: Tony Arrington, Jim Edwards, Hazel Harris, Jim Leavell, Dick Maag, Frank Powell or Edgar McKnight.

APPLICATIONS TO RESEARCH AND PROFESSIONAL GROWTH COMMITTEE

Tom Cloer has announced that applications for grants from the Research and Professional Growth Committee are to be turned in by October 17, 1980, for consideration by the committee in the fall meeting. In its spring meeting, the committee will consider applications for professional activities which are planned for the summer; and in the winter term, the committee will deal with sabbatical-leave applications.

Application forms and committee funding guidelines are available from the Office of Special Services on the third floor of the library. Eight copies of the completed application should be submitted to the chairman of the committee.

KANE-MAGUIRE RETURNS TO MELLON STEERING COMMITTEE

Noel Kane-Maguire, Associate Professor of Chemistry, has been named to the steering committee for the mid-career faculty development project. He replaces Lon Knight, Jr. of the Chemistry Department who is on sabbatical leave for the 1980-81 academic year. Dr. Kane-Maguire served on the committee during 1978-79, but was on sabbatical himself last year. Other members of the steering committee are Francis Bonner, Rhett Bryson, John Crabtree, Jim Edwards, Dick Magg, Edgar McKnight, Elaine Nocks, Ray Roberts, John Snyder, and Philip Winstead (Chairman). Max Smith, Director of Development, continues to serve as resource person for the committee.

COMPUTER ACTIVITIES WILL CONTINUE

If there is sufficient interest among the faculty, the Mellon project will continue the highly successful series of activities on the use of the computer. Ray Nanney, Professor of Computer Science and Chairman of the Computer Science Department, will organize and conduct group and individual sessions based on the expressed needs of interested participants. Topics in the past have ranged from general orientation to the computer and its uses to workshops on computer programming. If you have an interest in participating in computer related faculty development activities please get in touch with Dr. Nanney or Philip Winstead, Director of the Mellon Project.

MELLON TO SPONSOR ACADEMIC DEPARTMENT SERIES

On October 9, 14, 21, and 28, the Mellon project will sponsor a series of programs on new developments in the various academic disciplines. Moderated by John Crabtree, Jr., Academic Dean, representatives from each of the academic departments at Furman will speak on current areas of interest within their disciplines. A general discussion will follow the individual presentations. The purpose of the series is to acquaint each of us with new ideas and concepts in academic areas other than our own. The first program, October 9, 1980, will feature the social sciences—Economics and Business Administration, Education, Health and Physical Education, Political Science, Psychology, and Sociology. The second program, October 14, 1980, will feature the humanities—Classical and Modern Languages, English, History, Philosophy, and Religion. The third program, October 21, 1980, will feature the fine arts—Art, Drama, and Music—plus Military Science and the Library. The final program, October 28, 1980, will feature the sciences—Biology, Chemistry, Computer Science, Geology, Mathematics, and Physics. All faculty are invited to attend. The Office of Faculty Development will be sending out invitations and reservation forms.

TEST CONSTRUCTION WORKSHOP SCHEDULED

Hazel Harris, Associate Professor of Education, will lead a workshop at Furman on November 6, 1980, on constructing classroom tests. Sponsored by the Mellon project, Dr. Harris will build upon the concepts presented in the Mellon seminar on evaluation and testing held last spring and will develop with participants specific procedures for constructing classroom objective and essay type tests. All Furman faculty are invited to attend. The Office of Faculty Development will be sending out invitations and reservation forms.

CONFERENCE ON FACULTY DEVELOPMENT

A Conference on Faculty Development will be conducted October 31 and November 1 at the Kanuga Conference Center. Participants will be members of the Faculty Committee on Research and Professional Growth, members of the Lilly and Mellon Steering Committees, and Furman's Academic Administration.

The first phase of the conference will consist of two presentations by Melvin Hipps: "Faculty Development: The Past and Present Development of the Art" and "Faculty Development: The Future of the Art." During the second phase of the conference, participants will discuss the formation of a comprehensive program of faculty development at Furman.

NEW FACULTY ORIENTATION

A series of orientation sessions are being conducted this fall for faculty members who are in their first year of teaching at Furman. The sessions are held on Wednesdays, 3:00-4:00 in Furman Hall 135. The first group of orientation meetings is designed to orient new faculty members to the way things operate at Furman and includes a library orientation and discussion of such things as administrative organization, policies, and procedures; academic and faculty regulations; curricular matters; students and Furman student life; and professional and scholarly activities.

The second group of meetings is devoted to teaching-learning and advising processes and treats such matters as philosophies of learning; testing, evaluation and grading; lecturing and other teaching techniques; use of audio-visual resources; student evaluation of faculty; and academic advising policies and procedures.

The first group of meetings is of interest primarily to first year faculty, but the second group may be of wider interest. All faculty members in their first five years of college teaching are invited to participate in the group of meetings devoted to teaching-learning and advising processes.

SEMINAR ON THE NATURE AND TASK OF THE UNIVERSITY

The Lilly steering committee will sponsor a seminar in the winter and spring terms to discuss some of the theoretical and practical questions centering around the nature and task of the university.

The seminar will meet monthly and it is anticipated that each session will deal with important questions and statements (articles and books) relating to the nature and task of the university.

The Lilly steering committee is presently making detailed plans for the seminar, and faculty members are invited to suggest questions and/or statements which they consider appropriate for discussion by the seminar. As soon as plans are completed, eligible faculty members will be informed.

WORKSHOP HELD ON PROGRAM EVALUATION

On July 17, 1980, the Mellon faculty development project sponsored a workshop for Furman faculty and administrators on program evaluation. The workshop was conducted by Dr. James Trent, Associate Professor of Higher Education, University of California at Los Angeles. Dr. Trent discussed the rationale for evaluating academic and other college-related programs and presented procedures which can be used for assessing program accomplishments.

JOHNS, WINSTEAD, AND HIPPS PARTICIPATE IN KELLOGG NATIONAL DISSEMINATION CONFERENCE

On July 28-30, 1980, eighty-seven administrators and faculty members representing twenty-eight colleges and universities from seventeen states attended a national conference on planned change at the University of Akron, Akron, Ohio. Conducted by Furman University, the University of Akron, and Wichita State University under a grant from the W. K. Kellogg Foundation, the three institutions presented planned change/faculty development ideas generated by Kellogg-supported projects at each of the three institutions.

The Furman project entitled, "Faculty Development in Academic Planning" was designed to improve the planning skills of faculty as they engaged in planning for new courses, revising existing courses, or developing new instructional strategies. President John Johns; Philip Winstead, Co-Director of Faculty Development Programs; and Melvin Hipps, former Furman staff member; represented Furman. President Johns, Dr. Winstead, and Dr.Hipps described the Furman project in general sessions and then led concurrent sessions on topics of interest. Dr. Winstead spoke on systematic planning, Dr. Hipps on faculty development, and President Johns on the view of planning from the president's office.

HODGKINSON SPEAKS ON MANAGING ONESELF

On September 8, 1980, Dr. Harold Hodgkinson, President, National Training Laboratories (NTL) Institute, Arlington, Virginia, spoke on campus on the topic, "The Professor Managing Himself." The luncheon program sponsored by the Mellon and Lilly faculty development projects featured Dr. Hodgkinson who discussed adult development and the ways faculty members can more effectively deal with the variety of tasks and demands expected of them during a normal academic year.

ANN SHARP PARTICIPATES IN SUMMER LINGUISTIC INSTITUTE

Ann Sharp spent eight weeks this summer at the 50th Linguistic Institute of the Linguistic Society of America in conjunction with the Summer Institute of Teachers of English to Speakers of Other Languages held at the University of New Mexico in Albuquerque. Faculty of the institute is composed of outstanding scholars from universities around the world, and over 300 students enrolled for special study in eighty courses offered for the summer. Mrs. Sharp concentrated on bringing up to date her training in theories of English grammer and sociolinguistics, and adding skills in discourse analysis, analyzing the language used by teachers and students in classroom interaction. The TESOL institute brought speakers and materials on bilingualism, which, added to living with scholars from many countries and cultures, intensified the linguistic experience. The knowledge gained should be translated directly into classes at Furman, particularly Modern English Grammar and Freshman composition, and into scholarship in which dialect study intersects with sociolinguistics. She will also be better able to interpret the current political battle over bilingual education and minority language problems. Ann's work was a part of her Mellon project activities.

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DISSEMINATION CONFERENCE

On March 10-11, 1981, there will be an invitational conference designed to disseminate the results of the Lilly and Mellon faculty development projects. The Mellon Project, "The Development of Mid-Career Faculty: A Systematic Approach," ends March 31, 1981. The Lilly Project, "The Scholar as Teacher: The Development of the New Faculty Member," ends May 31, 1981. Academic officers and faculty development coordinators from forty colleges and universities will attend. The featured speakers will be William C. Nelsen and G. Melvin Hipps. Nelsen, who is president of Augustana College in Sioux Falls, South Dakota, is a recognized leader in the area of faculty development. As Vice President and Dean of St. Olaf College he led a very active faculty development effort. While on leave from St. Olaf he directed the Association of American Colleges' (AAC) Project on Faculty Development. His book, *Effective Approaches to Faculty Development,* is the most comprehensive assessment of college and university faculty development programs published to date. Hipps, presently a writer and consultant in higher education, held various appointments at Furman University during the period 1960-79. He was Professor of Education, Director of Graduate Studies, Chairman of the Department of Education, and Coordinator of Programs for Faculty Development. His current research is focused on the present and future state of the faculty development movement. President Nelsen will speak on the current state of faculty development and Dr. Hipps will speak on the future state of faculty development. John H. Crabtree, Edgar V. McKnight, Philip C. Winstead, Carey S. Crantford, Frank M. Powell, James C. Edwards, Hazel W. Harris, James H. Smart, Bruce W. Schoonmaker, Veronica P. Melton, David W. Rutledge, C. Maurice Cherry, Ray C. Roberts, Gerda P. McCahan, and Lewis P. Stratton of Furman will appear on the program to present summaries and conclusions of Lilly and Mellon project faculty development activities.

HUMANITIES SEMINAR

A faculty seminar on "The Humanities in American Life" (the title of a report of the Rockefeller Commission on the Humanities) will be conducted Tuesday evening, May 12. The speaker for the seminar will be Professor Gaines Post, Jr., Associate Professor of History at the University of Texas at Austin and Executive Director of the Commission on the Humanities. Dr. Post will report on the work of the commission, giving special attention to the role of the university.

The activities of the evening will include the address of Dr. Post, a response by a member of the Furman faculty, dinner, and discussion of the evening's address and the report of the Commission. Early in the spring term all faculty members will receive more detailed information along with a reservation form.

EXTERNAL EVALUATOR TO VISIT CAMPUS

Dr. Jerry G. Gaff, external evaluator for both the Lilly Project ("The Scholar as Teacher: The Development of the New Faculty Member") and the Mellon Project ("The Development of Mid-Career Faculty: A Systematic Approach") will visit Furman on March 10-11, 1981. He will participate in the Lilly/Mellon Dissemination Conference scheduled on those dates as well as continue with his assessment of the accomplishment being made at Furman toward the objectives of the two faculty development projects. After the conclusions of the projects, Dr. Gaff will submit a written summative evaluation to the Office of Faculty Development which will be used as a part of Furman's final reports to the foundations.

DEPARTMENT CHAIRMEN TO HEAR FLORIDA STATE PROFESSOR

Dr. Allan Tucker, Professor of Higher Education, Florida State University, will speak to Furman's academic department chairmen on February 3, 1981. Dr. Tucker, with Kellogg Foundation support, has developed a special training program for academic department chairmen for the Florida Board of Regents State University System. He will describe the departmental chairmen program and then discuss the role and responsibility of academic department chairmen. Dr. Tucker's visit is sponsored by the Mellon faculty development project.

THE IDEA OF A UNIVERSITY

A series of seminars for new faculty members is being conducted during the winter and spring terms on the theme of "The Idea of a University." Instead of concentrating directly on ways of developing skills in teaching and advising, the faculty members are dealing with educational issues and questions such as the fundamental purpose of a college or university, who should be educated, the kind of knowledge which is most worth having and the way that knowledge can be transmitted and acquired.

The sessions have something of a historical orientation and deal with such major figures as Plato (*The Republic*), John H. Newman (*The Idea of a University*), John Dewey (*Experience and Education*), Alfred N. Whitehead (*The Aims of Education*) and Robert M. Hutchins (*Education and Freedom*).

Seminar leaders include Dr. Robert Mulvaney of the philosophy department of the University of South Carolina and Furman University professors Theron D. Price, David C. Pulley, Thomas C. Cloer, and Thomas O. Buford.

RESEARCH AND PROFESSIONAL GROWTH PROJECTS

The faculty committee on research and professional growth recommended, and the Dean approved, financial support to assist several faculty members in various projects.

Albert L. Blackwell, Associate Professor of Religion, was awarded funds to edit and translate letters of Charlotte Schleiermacher to her brother Friedrich, the German theologian. J. Dan Cover, Associate Professor of Sociology, will participate in an NSF Chautaugua course entitled "Food, Energy, and Society." This course will analyze the major interdependencies of food, energy, and the environmental resources as they relate to human society. Jerry L. Cox, Assistant Professor of Modern Languages will study artifacts of primitive Germanic culture at a pan-Scandinavian exhibition of the culture of the Vikings. Giles O. Einstein, Assistant Professor of Psychology, received a grant to investigate memory processes in learning disabled children. Veronica P. Melton, Assistant Professor of Health and Physical Education, will study techniques of motion analysis and will attend and tape programs to be used with her Biomechanics of Movement class at a national Kinesiology Academy Workshop. Kenneth A. Sargent, Assistant Professor of Geology, will participate in an NSF Chautaugua Short Course in Remote Sensing. These courses are an annual series of forums in which esteemed scholars in various sciences meet intensively for four days with undergraduate college teachers of science. Carol A. Senf, Assistant Professor of English, was awarded funds to attend a conference on technical writing. Elizabeth B. Taylor, Instructor in Health and Physical Education, will use her funds to compile current information relative to the administration of adult fitness centers. Mrs. Taylor will attend a specialized workshop entitled "Vital Issues in Adult Health/Fitness Programs," sponsored in part by the American College of Sports Medicine. F. Wayne Wheatley, Assistant Professor of Education, and Robert C. MacMillan, Assistant Professor of Education, will receive funds to make a slide presentation of Furman's model teacher preparation program for including handicapped children in the regular classroom. This slide presentation, with research data indicating the program's effectiveness, will be part of the Conference of the International Council for Exceptional Children in New York during spring term.

ADDITIONAL MINI-GRANTS AWARDED

Five faculty members have recently been awarded mini-grants for projects designed to enhance their skills in teaching. (These grants are in addition to the six awards announced in the May issue of the newsletter.) Nancy L. Anderson, Instructor in Drama, will carry out activities in New York City which will acquaint her more fully with the various aspects of the production of plays. Nelly M. Hecker, Assistant Professor of Education, will attend the annual conference of the International Reading Association in New Orleans, April 27-May 1. This activity is designed to help her become better acquainted with teaching strategies and methods and to keep abreast of new theoretical and practical developments in the fields of reading and

language arts. The grant awarded to David W. Rutledge, Assistant Professor of Religion will be used to help him find ways to introduce a multi-level framework within which the biblical text can be understood. Elizabeth B. Taylor, Instructor in Drama will attend the National Convention of the American Alliance of Health, Physical Education, Recreation and Dance in Boston, Massachusetts, April 13-17. A major objective of her project is to increase the quality of teaching and material presented in the adult fitness concentration courses. Jeffrey Tassin, Assistant Professor of Chemistry, will use his grant to develop his knowledge of and ability to perform classroom demonstrations that can be used to emphasize and/or clarify chemical principles. As a part of his project, he will develop actual demonstrations to be used in the chemistry course for non-science majors at Furman.

COLLEAGUE CONSULTANTS

Furman faculty members have developed a positive collegial relationship which extends to providing and receiving help in the improvement of teaching and advising skills. The faculty members concerned with faculty development feel that this collegial consultation is ideal for Furman, and they want their participation in faculty development to be seen as a part of this larger continuing activity. Nevertheless, there are three somewhat structured programs offered by members of the Lilly Steering Committee in which faculty members are encouraged to participate.

1. Mid-term class interview by colleague. This mid-term evaluation of teaching makes use of a colleague and takes about twenty minutes of class time for an interview. The interview by the consultant is a consensus-seeking process beginning with the students in small groups agreeing on one thing they like about the course, one thing they would like changed and one suggestion for improvement. After the meeting in small groups, reports are made to the class and a combined list is recorded on an overhead or chalkboard by the consultant. In this process, students focus on a few things that are most important to them and that are feasible for the instructor to change or modify. Information from the interview is shared with the instructor.

2. Classroom visitation and consultation. The classroom visitation involves a colleague coming in and observing the teacher at work for a class period. The colleague then informs the teacher what he has seen and heard and what he thinks about it. As members of the Lilly steering committee carry out this program, three stages are involved: (1) a preobservation conference. In a preobservation conference, a contract is established between the observer and the teacher. The teacher discusses his or her objectives and how he or she intends to carry them out. A mutual decision is made on when and how the teacher will be observed and how data will be collected. The observer will work within the teacher's frame of reference; (2) observation of the class. In this stage, the observer uses a simple form to collect data about the teacher's conduct of a class, lecture presentation skills, use of classroom questions, conduct of class discussion, etc.; and (3) post observation conference. Prior to this conference the observer arranges the data collected in stage two in a way which would be helpful for the teacher. The purpose of the conference is to provide feedback which will improve further teaching, reinforce the positive aspects of a teacher's performance, and allow the teacher to discuss concerns about his or her teaching.

3. Video-taping. Faculty members may request the Faculty Development Office to arrange video-taping of their classes. Video-taping is a unique way to observe one's own teaching with little or no disruption of the normal classroom routine. The process is free, and only the faculty member and persons he invites will view the tape. Video taping may give teachers an alarming new perspective on their teaching, but it can turn out to be remarkably helpful and suggestive of both their strengths and weaknesses.

The video-taping program may be combined with the colleague-consultation program. That is, the colleague will not only visit the classroom but will also view the video-tape with the teacher and make observations and suggestions. It is also possible for colleagues merely to view the video-tape with the teacher (in place of a classroom visit) and make observations and suggestions solely on the basis of the video-tape.

Members of the Lilly steering committee have worked with new faculty members in these programs, but they are now available to work with all interested faculty members. Observation and consultation will be confidential. Edgar V. McKnight, Co-Director of Faculty Development Programs, coordinates these programs. If you wish to participate call the Faculty Development Office (3075).

MCKNIGHT AND WINSTEAD ATTEND NATIONAL CONFERENCE

On October 16-18, 1980, Edgar V. McKnight and Philip C. Winstead, Co-Directors of Faculty Development Programs, attended the 1980 Professional and Organizational Development (POD) Network Annual Conference in Berkeley, California. Dr. Winstead appeared on the program speaking on "Systematic Planning: A Way to Manage Change."

WINSTEAD VISITS COLLEGES

As a part of the Kellogg Foundation supported Akron/Furman/Wichita State National Dissemination Project, Philip C. Winstead, Coordinator of Institutional Planning and Research and Co-Director of Faculty Development Programs at Furman, has visited two colleges recently and will visit a third soon. On November 19, 1980, he spoke to the faculty and staff at the College of Saint Catherine, Saint Paul, Minnesota, on the topic, "Faculty Development: Furman's Program." On November 25, 1980, he met with the Institutional Planning Committee, Trident Technical College, Charleston, South Carolina, to discuss systematic and comprehensive planning. On January 29, 1981, he will go to Stetson University, Deland, Florida, to discuss Furman's policies and procedures system. The dissemination project allows the participating institutions to request individuals from the three universities to come to their campuses as consultants.

WORKSHOP HELD ON TEST CONSTRUCTION

On November 6, 1980, the Mellon faculty development project sponsored a workshop for Furman faculty on constructing classroom tests. The workshop was conducted by Hazel W. Harris, Furman University Associate Professor of Education. Dr. Harris built upon the concepts presented in the Mellon seminar on evaluation and testing held last spring and developed with participants specific procedures for constructing classroom objective and essay type tests.

CRISES COUNSELING SEMINAR

On November 20, 1980, the Mellon faculty development project sponsored a seminar for Furman faculty on crises counseling. Fred M. Newton, Director of the Counseling Center, Kansas State University; and Stephen G. Jennings, Vice President for Student Services, Furman University, led the seminar. Dr. Newton discussed the role of faculty in identifying and working with students experiencing personal and emotional problems. Dr. Jennings related the concepts presented to the present situation at Furman.

SEMINAR HELD ON RELIGIOUS FUNDAMENTALISM

On December 2, 1980, the Mellon faculty development project sponsored a seminar for Furman faculty on religious fundamentalism. The seminar featured presentations by Robert W. Crapps, Professor of Religion, and James L. Guth, Associate Professor of Political Science. Edgar V. McKnight, Professor of Religion and Co-Director of Furman Faculty Development Programs, moderated the program. Dr. Crapps discussed religious fundamentalism in its historical context. Dr. Guth talked about the present social and political implications of the movement.

KELLOGG INTERNS VISIT CAMPUS

As a part of the Akron/Furman/Wichita State National Dissemination Project, which is supported with a grant from the W. K. Kellogg Foundation, Furman has recently hosted interns from three colleges. Dr. Clyde P. Evans, Provost, Rio Grande College and Community College, Rio Grande, Ohio, was on campus November 2-7, 1980. Dr. Craig D. Willis, Vice President and Dean; Dr. Dean R. Turner, Chairman of the Fine Arts Division; and Dr. Michael B. Pate, Director of Libraries; Concord College, Athens, West Virginia, visited January 5-9, 1981. Dr. Dwight Deay, Assistant to the Vice President for Institutional Advancement, Washburn University of Topeka, Topeka, Kansas, was here January 12-14, 1981. As a part of the project internship program, the visitors studied the Furman management planning and faculty development programs.

CHERRY STUDIES ITALIAN AT HOME AND ABROAD

As a part of his mid-career development activities for the Mellon project, C. Maurice Cherry, Assistant Professor of Modern Languages, spent June and July, 1980, in the total-immersion program of the Italian Language School at Middlebury College, in Middlebury, Vermont. He increased his facility in Italian by pursuing courses in Advanced Italian Language and Modern Italian Literature. In August he employed his improved language skills in Italy, where he traveled from Venice to Sicily and had the opportunity to

converse with Italians of all ages from varied social classes and occupational backgrounds. The intensive training and experience last summer will enable him to begin investigations in Hispano-Italic literary relations, particularly those of the sixteenth and seventeenth centuries. He also hopes to be able to offer coursework in Italian at Furman. Dr. Cherry considers the rewarding, yet humbling, experience of being "on the other side of the desk" in a language classroom to have been one of the highlights of his Mellon activity.

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APPENDIX D

MELLON STEERING COMMITTEE

MELLON STEERING COMMITTEE

Francis W. Bonner, Vice President and Provost

Rhett B. Bryson, Assistant Professor of Drama

John H. Crabtree, Academic Dean

James C. Edwards, Associate Professor of Philosophy

Noel P. Kane-Maguire, Associate Professor of Chemistry

Richard R. Maag, Associate Professor of Music

Edgar V. McKnight, Professor of Religion

Elaine S. Nocks, Associate Professor of Psychology

Ray C. Roberts, Professor of Economics

Max G. Smith, Director of Government and Foundation Relations, Ex officio

John A. Snyder, Associate Professor of Biology

Philip C. Winstead, Director of the Mellon Project (Chairman)